Content and Language Integrated Learning (CLIL): How to Make it Happen (1)

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Today's Agenda

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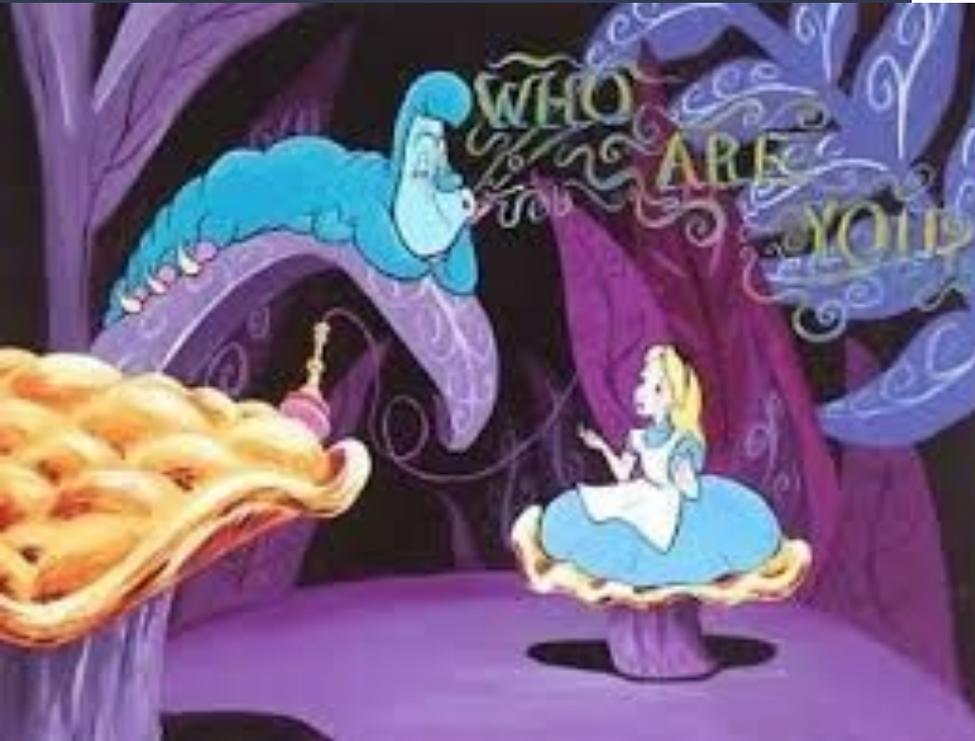klin@fulbright.org.tw

- **Part 1: What is CLIL?**
  - Why Bilingual? Why CLIL?
  - CLIL KWL Discussion
  - CLIL Basics Overview
  - Discussion-Challenges of CLIL
  - Review sample CLIL activities and materials
- **Break (10 min)**
- **Part 2: Workshop-Planning CLIL goals and activities**
  - Group Project
  - Sharing
  - Exit Ticket-Surveys

Part 1:

An Introduction to CLIL

Who are we?
Why are we here?

Introduce yourself and why you are here.

- Danielle Little
- Kelly Lin
- Now it's your turn!

Why Bilingual Education? Why CLIL?

- "Blueprint for Developing Taiwan into a Bilingual Nation by 2030" (2018)
- "Goals of strengthening students' ability on daily practices in English and their competitiveness in future workplaces" (MOE)
- CLIL is a flexible approach to bilingual education
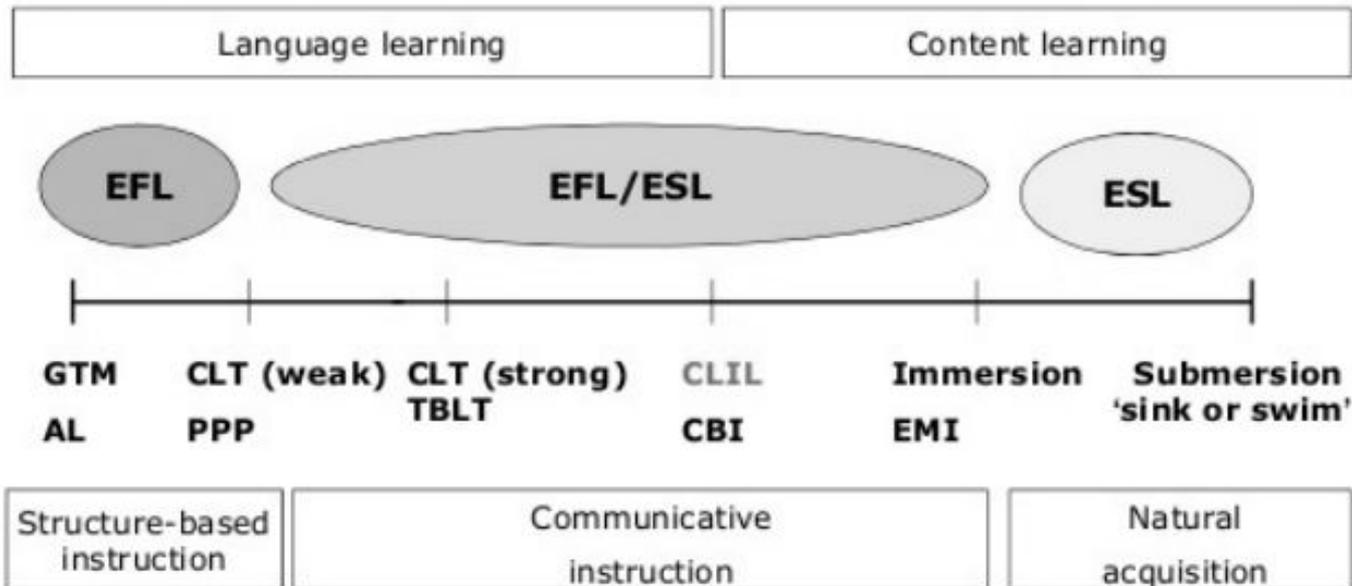
What is **CLIL**?

Content and **Language** Integrated Learning (CLIL) has become the umbrella term describing both learning another (content) subject such as physics or geography through the medium of a foreign language and learning a foreign language by studying a content-based subject.

Source:

https://www.teachingenglish.org.uk/article/content-language-integrated-learning

CLIL in ELT methodologies

Language learning	Content learning

EFL

EFL/ESL

ESL

GTM	CLT (weak)	CLT (strong)	CLIL	Immersion	Submersion
		TBLT			'sink or swim'
AL	PPP		CBI	EMI	

Structure-based instruction	Communicative instruction	Natural acquisition

AL = Audio-lingualism
CBI = Content-based instruction
CLT = Communicative Language Teaching
EFL = English as a foreign language
EMI = English medium instruction

ESL = English as a second language
GTM = Grammar translation method
PPP = Presentation-Practice-Production
TBLT = Task-based Language Teaching

(池田 2012)

	Type of CLIL	Time	Context
Soft CLIL ↑	Language-led	45 minutes once a week	Some curricular topics are taught during a language course.
	Subject-led (modular)	15 hours during one term	Schools or teachers choose parts of the subject syllabus which they teach in the target language.
Hard CLIL ↓	Subject-led (partial immersion)	about 50% of the curriculum	About half of the curriculum is taught in the target language. The content can reflect what is taught in the L1 curriculum or can be new content.

KWL

K	W	L
What do you know (or think you know) about CLIL and bilingual education?	What do you want (or need) to know about CLIL and Bilingual Education?	(later) What have you learned?

KWL Directions:

Directions:

1. Divide into groups.
2. Choose your jobs.
3. Discuss questions from **K** and **W**. You may speak in English or Chinese (5 min)
4. Write down your Ks and Ws **in English** (10 min).
5. Share and discuss with the class (10-15 min).

Team Jobs

- **Leader** (Task Manager)
- **Scribe** (Recorder)
- **Reporter** (Sharer)
- **Time-Keeper** (Time Checker)
- Other?

KWL

K	W	L
What do you know (or think you know) about CLIL and bilingual education?	What do you want (or need) to know about CLIL and Bilingual Education?	(later) What have you learned?

Directions:

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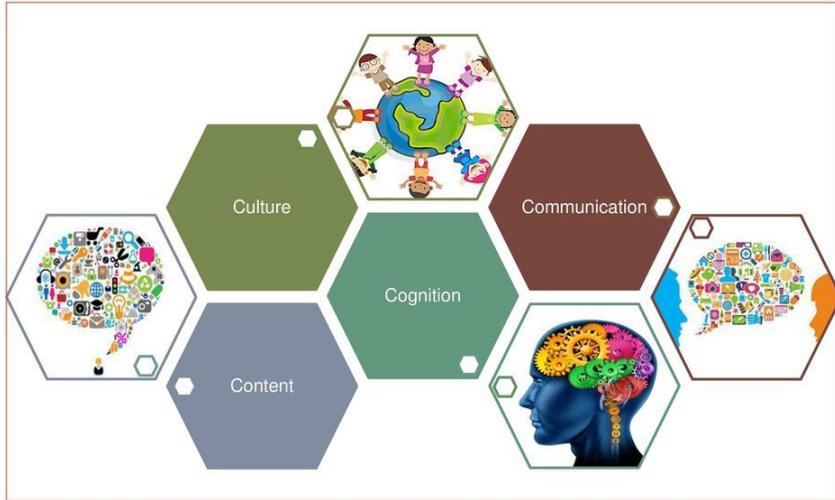**Team Jobs:**

Leader   Scribe

Reporter   Time-Keeper   Other?

The 4C's of CLIL

- **Content** - Progression in knowledge, skills and understanding related to specific elements of a defined curriculum
- **Communication** - Using language to learn whilst learning to use language
- **Cognition** - Developing thinking skills which link concept formation (abstract and concrete), understanding and language
- **Culture** - Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.
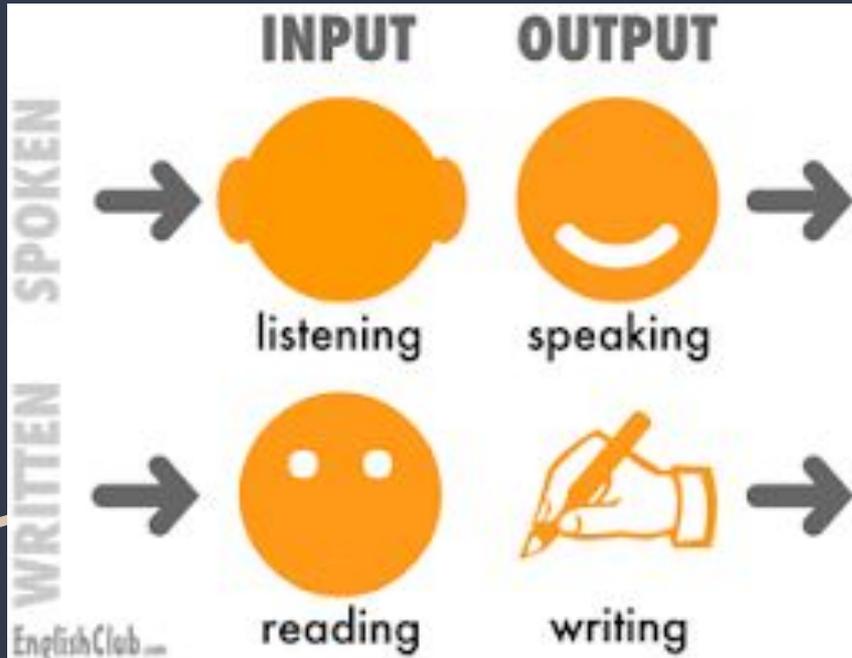
Well-designed CLIL provide students with:

Meaningful
communication in the TL
↓
Acquisition

CI

Growth in
Proficiency →
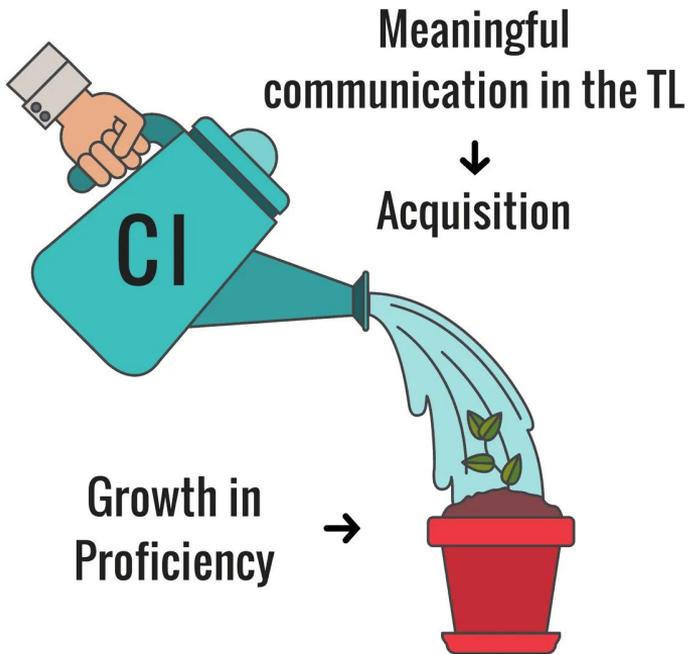
Meaningful Content

(connects to students)

+

Comprehensible Input

("digestible" for students)

Approaching Language Skills in a CLIL Class

- **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.
- **Developing Critical Thinking** is also a key component integrated throughout learning opportunities.

What are the challenges you face with CLIL in your classes?

CHEMIST CLIL CLASS... 38 ...WITHOUT SCAFFOLDING

- Language?
  - Textbook
  - Students'
  - Teachers'
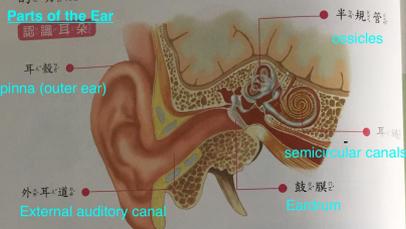- Resources?
- Time?
- Training?

Directions

1. In a group brainstorm ideas (5 min).
2. Make a list (5 min).
3. Share with the class.

What does/will **CLIL** look like in your classroom?

Textbook/Content

In Chinese

English Language Focus
- **Core content/information/experiences are presented in English** in advance or alongside of the original Chinese source material.
- Language Support (English/Chinese)
  - Reading/Listening Comprehension Strategies
  - Vocabulary Acquisition
  - Communication
  - Chinese Language Support

Chinese Content/Language Focus
- **Core content/information/experiences are presented in Chinese**
- **English vocabulary is secondary** (some vocabulary, discussion, and simple language structures presented in English) and matches the basics of what Ss learn in Chinese.

In English

Information/experiences

Language Learning/English
- Reading/Listening Comprehension Strategies
- Vocabulary Acquisition
- Communication

These are only a few of the possible ways CLIL could be implemented.

How does/could CLIL work in your classroom?

"CLIL Friendly" Activities:

Activities that develop critical thinking and conceptual knowledge while supporting language learning
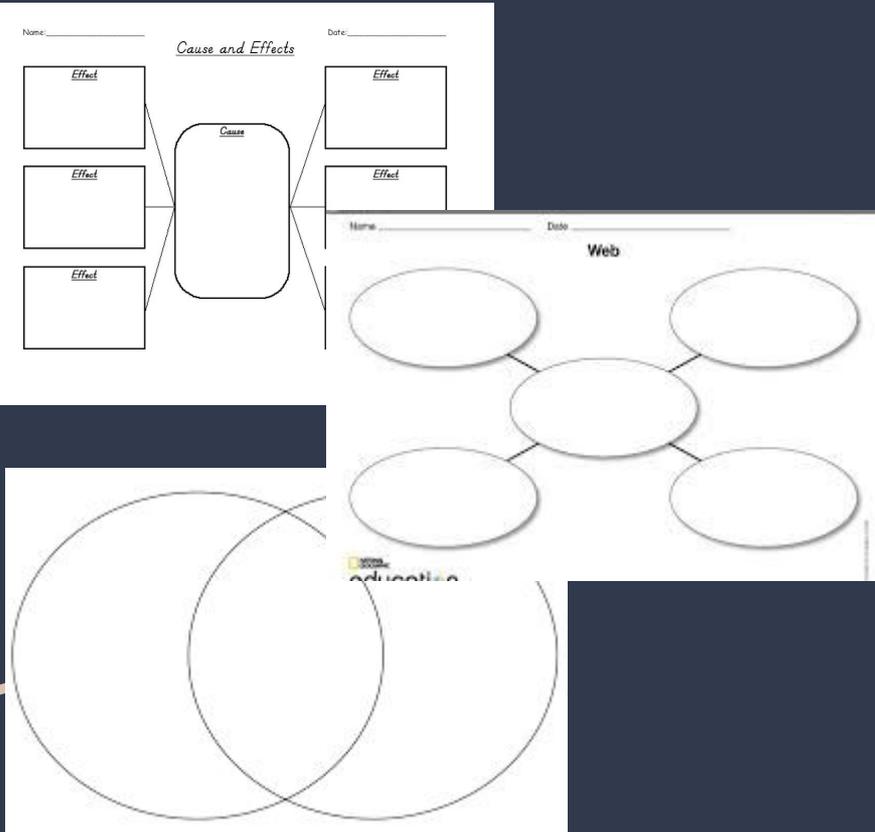
Activities for Concept Building

- Experiential/Hands-On Learning
- Videos
- Group Discussion
- Reading
- Graphic Organizers
- Others?

How do you build conceptual knowledge in your class?

- What would this look like for: Science/Math/Social Studies/ Geography/Life/Health, etc.?

Information Collection and Organization

Ex: Graphic Organizers

- Mind Maps
- Labeling/Matching
- Venn Diagrams
- Flow Charts
- KWL
- T Chart (Comparisons)
- Others?

Sample Source Site:

https://www.edhelper.com/teachers/graphic_organizers.htm

Activities for Vocabulary Building

- **Pre-teaching Vocabulary**
  - Notice and Wonder Activities
  - Checking prior knowledge
  - Visual Aids (Videos, Photos, Flashcards, ect.)
  - Listen and Repeat Activities
- **Experiential Learning***
  - Learning by doing
  - Hands on activities with realia
- **Practice/Reinforcement Games**
  - Board race, slam, memory, matching, scavenger hunts, cut up words, matching, etc.
- **Others?**

Strategies for Negotiating and Sharing Meaningful Learning Experiences

- **Introduce Simplified Source Text** (Reading): Find or create something that matches the basic content (if original textbook/source is in Chinese)
  - Practice reading comprehension strategies to help digest new information
  - Additional vocabulary support as needed (ex: using context clues)
- **Simple question/answer patterns with Repetitive Structures** (match with current or previously learned English structures whenever possible)
  - How/What can you/it….? I/It can…
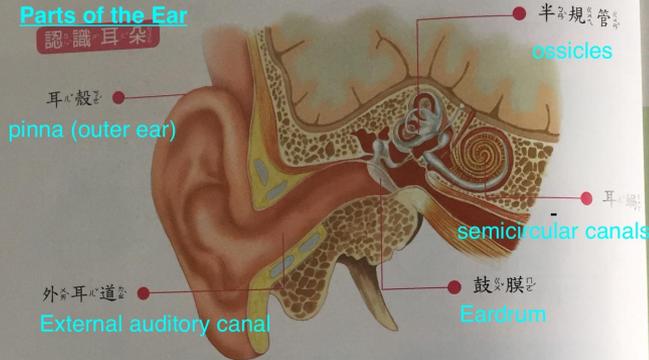 - I see/I noticed/I think _____… because _____.

Strategies for Negotiating and Sharing Meaningful Learning Experiences

- **Focus on fluency not accuracy** when students speak and share.
- **Create visual supports** (charts, graphic organizers, Powerpoints, or posters with text and images) to support language whenever possible.
- **Provide time for discussion and questions** and allow use of L1 if needed.
  - Define rationale and specific times/occasions when L1 is used:
    - Ex: "OK, now you may speak in Chinese to talk about this…"
    - Ex: T leads a discussion in L1 for Ss to discuss the concepts then create English together.

Example CLIL Lesson

Step 1: The Textbook/ Original Source Content

耳朵是ㄦ重要的聽覺器官，除了聽辨不同的聲音外，耳朵還有平衡身體的功能。

Parts of the Ear
認識耳朵

半規管
ossicles

耳殼
pinna (outer ear)

semicircular canals
耳蝸

外耳道
External auditory canal

鼓膜
Eardrum

Ear Health
耳朵的保健

太大的聲音會損害聽力，要設法避開或縮短暴露在噪音中的時間。此外，還要採取良好的耳朵保健行為。

Cover your ears and leave when it's too loud
太大聲了，我要快點離開！

音量調小聲，耳機不要戴太久，以免聽力受損。

Don't listen to music too loudly

耳垢會自行脫落排出，不要自己掏挖耳朵。

Be careful not to dig out too much of your earwax, or you'll damage your ear

22

如果耳朵進水或昆蟲跑進耳內怎麼辦？

耳朵進水和昆蟲跑進耳內的處理方法不一樣呵！

耳朵急救站
ergencies

將進水的耳朵朝下，原地單腳跳躍讓水流出，不要掏挖耳朵，以免傷到外耳道或鼓膜。

If you get water in your ear, don't pick your ear, let the water run out

耳朵進水時

用燈光照射外耳道，昆蟲就會朝著光源跑出來；也可以將沙拉油滴入外耳道悶死昆蟲，防止昆蟲在掙扎時引起噪音和疼痛，再找耳鼻喉科醫師取出蟲體。

If an insect gets inside your ear, use a light to guide the insect out or use salad dressing to suffocate the insect

昆蟲跑進耳內時

23

Step 2A: Determining Learning Objectives–Content (Ex: Science/Health)

Possible SWBATs (students will be able to):

- Practice making different sounds
- List and discuss sounds they like/don't like.
- Identify and separate the basic parts of the ear; outer, middle, and inner
- Understand and talk about why the ear is important
- Describe how sound is made
- Ear health

Step 2B: Determining Learning Objectives–Language Targets

Vocabulary:

outer ear, middle ear, inner ear, sounds, vibrations, hear

Basic Structures:

What does <u>your ear</u> **do?**

<u>The ear</u> **helps you** <u>hear sounds.</u>

<u>Additional Structures:</u>

What is/are <u>sound(s)</u> **made of?**

<u>Sound(s)</u> is/**are made of** <u>vibrations</u>.

Linking Structures:

I like (the sound of)…

I don't like (the sound of)…

Step 3: Experiential Learning– Science Experiments and Videos for Sound/Ear

1) **Explore and discuss:**

- Can you make a sound?
- What sounds can you make?
- What is sound?
- What makes sound?
- How do you **hear** sounds?
- Can you **feel** sounds?
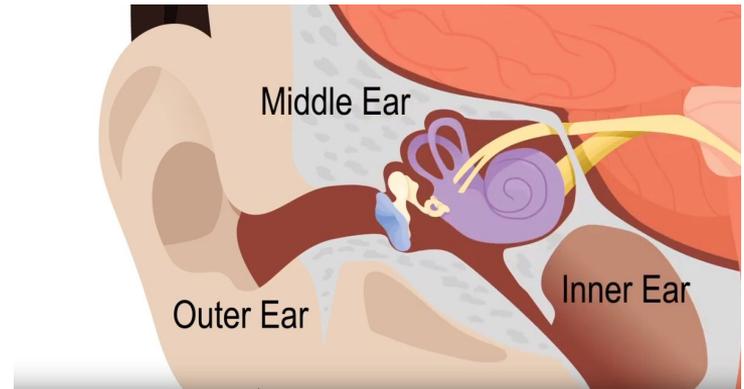- Can you **see** sounds?

2) **Experiment-How to See Sound:**

https://www.youtube.com/watch?v=37csXse35YQ

Step 4: Concept Introduction

What does your ear do?

<u>The</u> ear <u>helps you</u> **hear sounds***.

Sounds <u>are made of</u> **vibrations***.
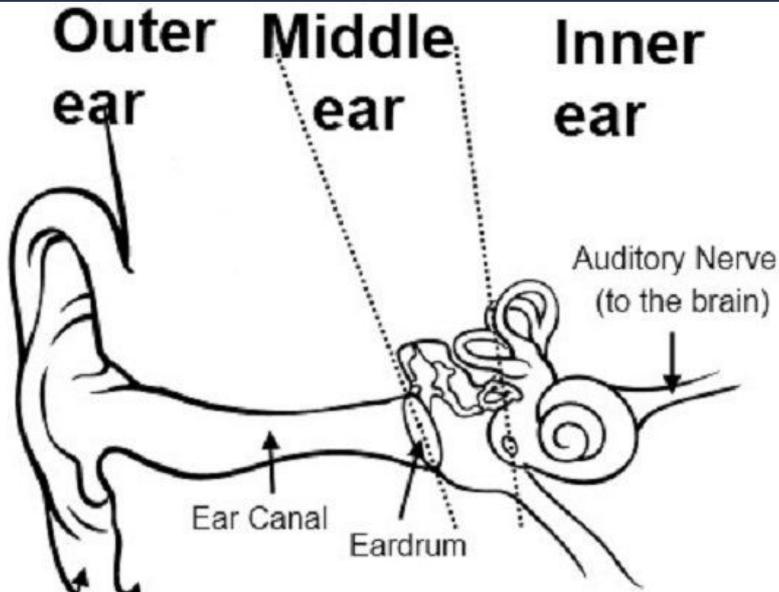
- SWBAT: Understand and talk about why the ear is important

Middle Ear

Outer Ear

Inner Ear

How can you make this information more 'real' for students? What additional support might they need?

Three parts the ear

outer ear | middle ear | inner ear

There are three parts to the **ear**.

They are the **outer** ear, the **middle** ear, and the **inner** ear.

e.com/watch?v=RiVx5Lihhttps://www.youtub_44

Vocabulary Introduction (Advanced)

Outer ear | Middle ear | Inner ear

Auditory Nerve (to the brain)

Ear Canal

Eardrum

Pinna

Semicircular canals

Hammer Anvil

Outer ear

Ear drum

Cochlea

Middle ear | Stirrup

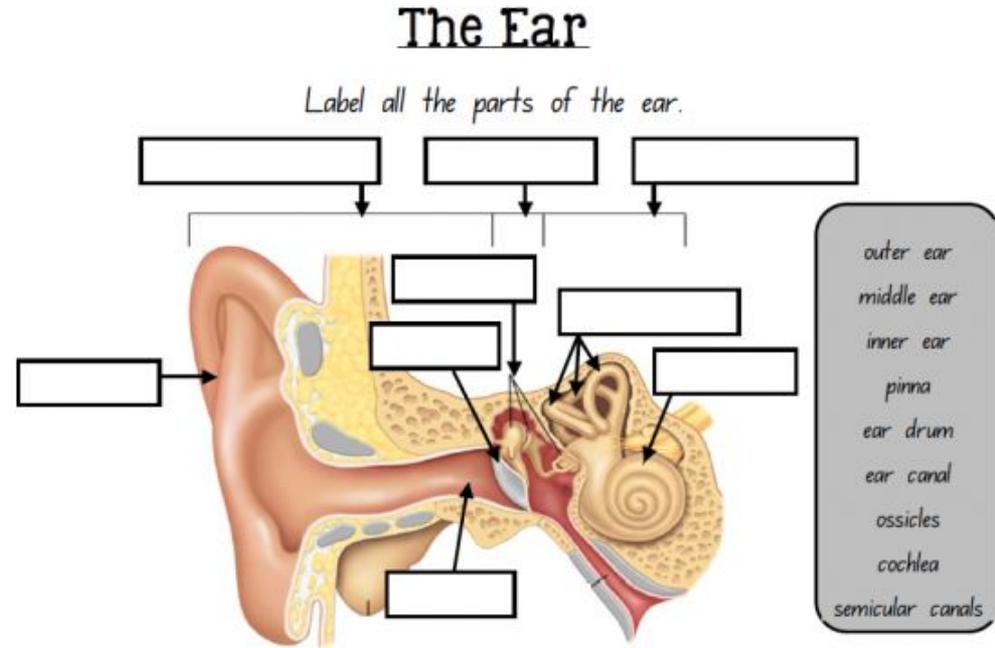Inner ear

Eustachian tube to the throat

The **outer ear** has _____ parts.
The **pinna** and the **ear canal**.
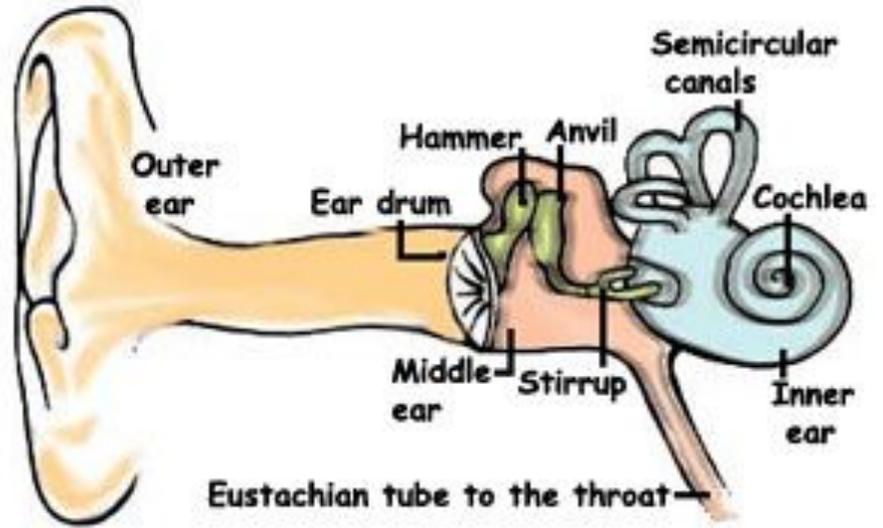
Step 6 Practice

SWBAT identify and label parts of the ear.

How could we make this a game or activity?

The Ear

Label all the parts of the ear.

outer ear
middle ear
inner ear
pinna
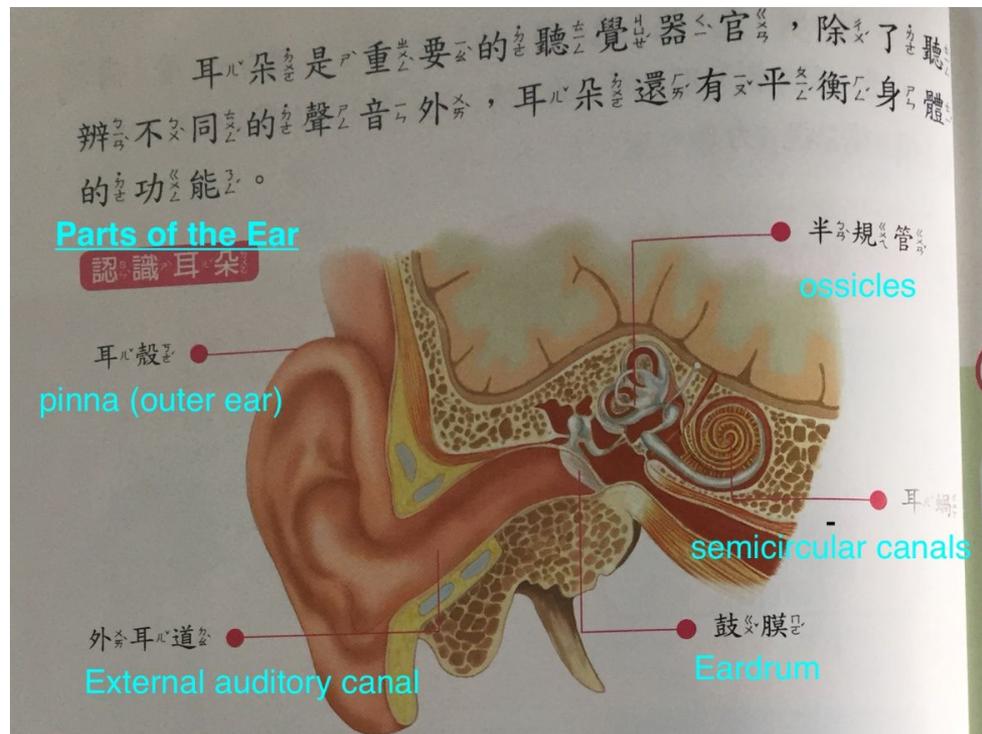ear drum
ear canal
ossicles
cochlea
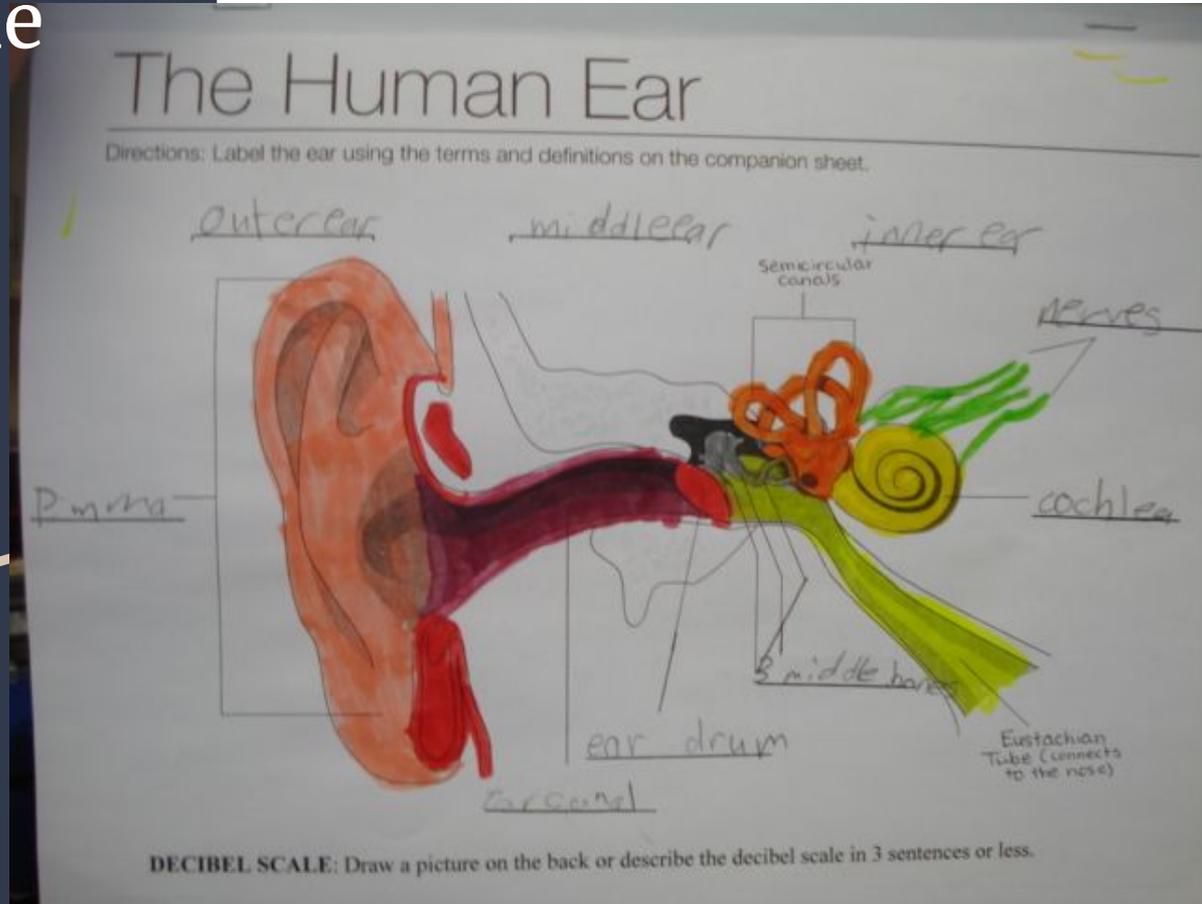semicular canals

Jeopardy Quiz Game:
https://jeopardylabs.com/browse/?q=parts+of+the+ear+esl&sort_by=_score&submit=Search

Vocabulary /Assessment (Continued)

- Reinforcement/Checking with the original text
  - Review Discussion
  - Asking questions

- **How can we integrate both Chinese and English?   Can we check both? Would we want to?**
- **Are these appropriate targets? Why or why not?**

耳朵是ㄕ重要ㄧ的聽覺器官，除了聽辨不同的聲音外，耳朵還有平衡身體的功能。

Parts of the Ear
認識耳朵

半規管
ossicles

耳殼
pinna (outer ear)

耳—
semicircular canals

外耳道
External auditory canal

鼓膜
Eardrum

Step 7–Assessment: Color and label the parts of the ear.

Ear Health–Sample Simplified Structures

Don't listen to music that is too loud.

Cover your ears when it is too loud.

Don't dig in your ear!

Let the water run out.

Use a light to get the insect out.

How could we turn this into an assessment or project to demonstrate students' learning?
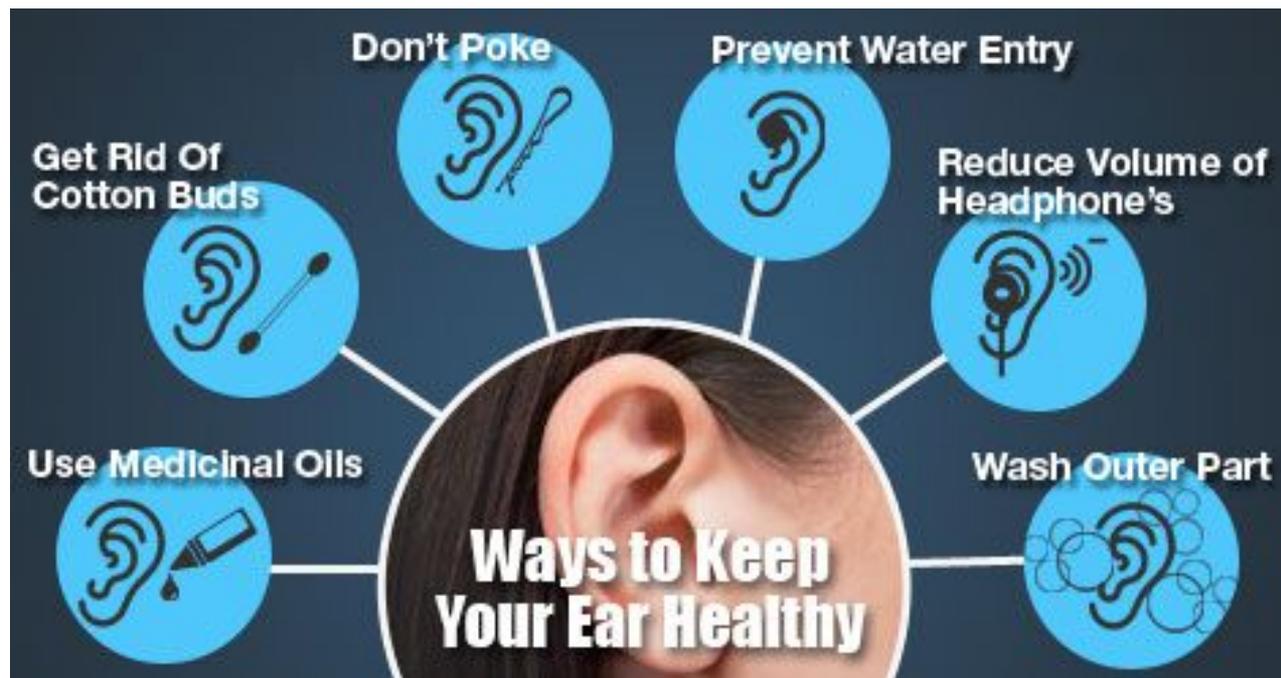
Ear Health (Possible Project/Extension)

The ear helps us hear.

Take care of your ears!

How can you keep your ears **healthy**?

How would you help students practice this language?

Part 2:

Workshop CLIL Activities-
Brainstorming and Planning

Task– Lesson/Curriculum Brainstorming and Sharing

1. In groups, **choose a topic** (or create your own).
2. **Discuss and brainstorm** ideas for how you can CLIL-y teach these topics.Be sure to think cross-curricularly.
3. **Write down your ideas.**
4. **After 30 min.** we will **share our ideas** with each other.

WORKSHOP–Lesson and Activity Design

Consider:

- **Learning outcomes** (SWBATs)
  - Content
  - Language (vocab/structures)
- **Resources and materials** (experiential learning, videos, discussion questions, readings/texts etc.)
- **Activities** (games, activities, and manipulatives for content and language learning, etc.)
- **Assessments:**
  - Project/Presentation (Focus on oral language)
  - Paper-based (Focus on written language)

Group 1–Food

Cross-Curricular:

- Health/Nutrition
- Social Studies
- Math
- Home Economics

Possible Language Targets:

- What do you like?/ Do you want some/a….?
- Is (bubble tea) good for you?
- What do they eat in (Morocco) for (breakfast)?
- How does it taste? It tastes (sour).
- I should eat more/less …/You could eat more/less…
- How many calories are in (an apple)?
- What do you need to make dumplings? I need some/a/an/five…

Group 2-Sports and Leisure

Cross-Curricular:

- Physical Education
- Health
- Social Studies
- Math

Possible Language Targets:

- What do you like to do? / Do you like yoga?
- What are your hobbies?/What sports do you like?
- What sports do they play in (Mexico)?
- What do you (usually) do after school?
- How many calories can you burn swimming for 20 min?
- How many hours do you spend (playing on your phone) every day?

Group 3–Weather

Cross-Curricular:

- Science
- Social Studies
- Math
- Health/Safety

Possible Language Targets:

- What's the weather like?
- What's the weather like in (Paris) in the (spring)?
- It's (cold) outside. You should wear (a sweater).
- What's the average temperature in (Taipei) in (July)?
- Does it usually (rain) in Cape Town in (November)?
- How do thunderstorms form?
- What should you do when there is a typhoon?

Group 4-Animals

Cross-Curricular:

- Science
- Geography
- Social Studies

Possible Language Targets:

- What is it? What does it look like?
- It's the largest (wild feline/big cat) in the world.
- Where does it live? It (often) lives in the (jungle).
- What does it eat?/ Is it a predator?
- What can it do? It can (swim) but it can't fly.
- Some people think these animals symbolize courage and strength.

Group 5–Travel and Transportation

Cross-Curricular:

- Social Studies
- History
- Science/Technology
- Geography
- Math

Possible Language Targets:

- How do you go to school? I go to school by subway/bus/scooter.
- How far is it from (Taipei) to (Moscow)?
- What languages do they speak in (the Philippines)?
- If you go to (Argentina), you should (explore) (Los Glaciares National Park).
- Past/Present/Future Tenses
  - In the past, people sometimes traveled by horse.
  - Nowadays, people often travel by plane.
  - In the future, maybe we will travel in spaceships.

Group 6–FREE CHOICE

Cross-Curricular:

-

Possible Language Targets:

-

Now it's time to share your thoughts and ideas.

KWL

K	W	L
What do you know (or think you know) about CLIL and bilingual education?	What do you want to know about CLIL and Bilingual Education?	**(NOW) What have you learned?**

What's Next?

What are your goals for the next workshop?

Where can you start? For next time…

- **If you focus on this year:**
  - Identify a unit, lesson or project you would like to try with a CLIL approach
- **If you focus on next year:**
  - Classroom language to build throughout the year for:
    - Class rules
    - Daily/Classroom Use
    - Group Discussion
  - Curriculum Planning
    - Overall goals and objectives
    - Cross-curricular planning and co-teaching opportunities

...and feedback, please!

Please complete the following surveys to provide feedback and information for this and future CLIL workshops.

1. Post-workshop Survey

2. CILIL Background Survey

Resources–Basic

Basic Information on CLIL :

https://www.teachingenglish.org.uk/article/content-language-integrated-learning

https://www.teachingenglish.org.uk/article/clil-a-lesson-framework

http://www.onestopenglish.com/clil/what-is-clil/

http://www.onestopenglish.com/clil/methodology/articles/article-what-is-clil/500453.article

CLIL Methodology and Training Resources:

http://www.onestopenglish.com/clil/methodology/

https://vk.com/doc306830156_437768376?hash=ed578f384cf459647b&dl=18b767bcc61faa2ef1 (TKT CLIL Module)

Resources–Continued

Lesson Planning:

http://www.onestopenglish.com/clil/methodology/articles/article-planning-clil-lessons/500472.article

https://www.fluentu.com/blog/educator/clil-lesson-plan/

https://www.fluentu.com/blog/educator/clil-worksheets/

CLIL4Children (Vol 1&2)-EU CLIL guidebook/ framework (example units/ materials)

http://www.clil4children.eu/documents-and-media/guide-addressed-to-teachers-on-how-to-use-clil-method

Graphic Organizers:

http://www.eduplace.com/graphicorganizer/

https://www.edhelper.com/teachers/graphic_organizers.htm

http://www.educationoasis.com/printables/graphic-organizers/

JeopardyLabs:
https://jeopardylabs.com

Games:
https://americanenglish.state.gov/resources/activate-games-learning-american-english