Content and Language Integrated Learning (CLIL):
How to Make it Happen (2)

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Today's Agenda

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- **Part 1: Review-**
  - Review Key Aspects of CLIL
- **Part 2: Going Deeper**
  - Look at the survey so far
  - Addressing some teaching challenges
  - A look at some available resources
  - Teaching Models of CLIL (from survey)
  - Keys to Success (from survey)
- **Break (5 min)**
- **Part 3: Workshop-Planning CLIL Goals, Activities, and Curriculum**
  - Activity/Curriculum Planning
  - Sharing
  - Q/A
  - Exit Ticket-Survey

Part 1:

Reviewing Key Aspects of CLIL

Why Bilingual Education? Why CLIL? (Review)

- "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)
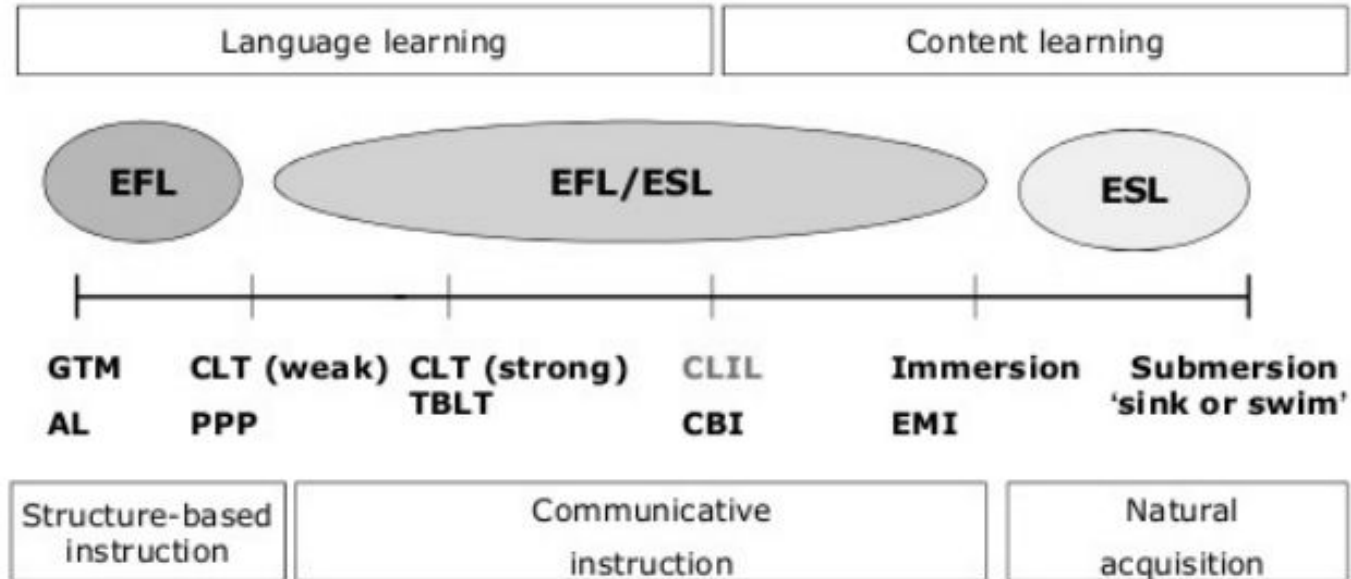- CLIL is a flexible approach to bilingual education

What is **CLIL**? (Review)

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.

The 4C's of CLIL
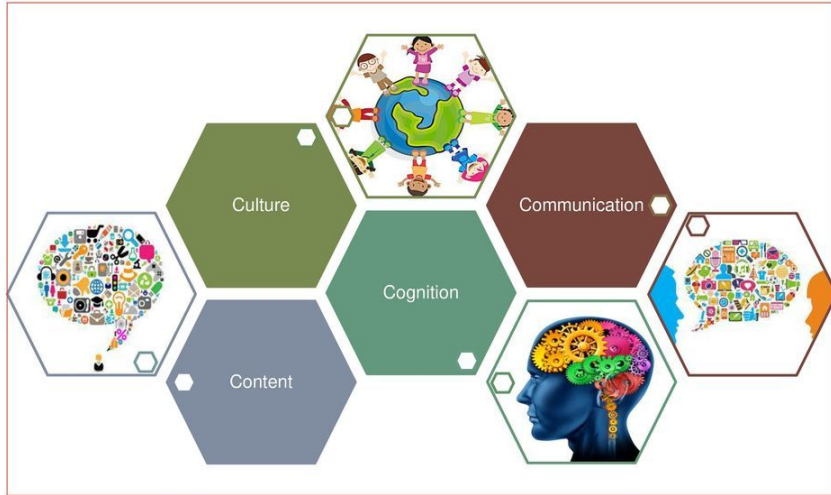
How does CLIL really work in class? There are many things to consider....

- **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.

The 4C's of CLIL
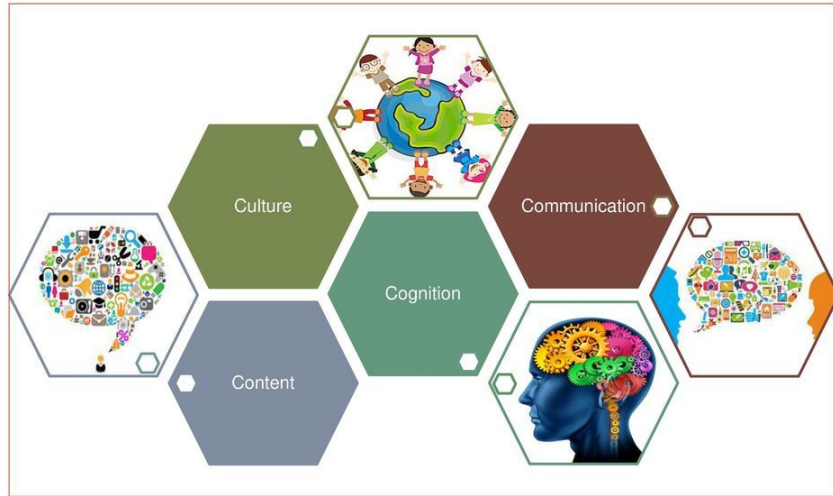
What's the difference? Why are there two models?

Types of Language Students Need to be able to process

Cummins' Iceberg Model of Language Interdependence

COGNITIVE DOMAIN

Knowledge
Comprehension
Application

Analysis
Synthesis
Evaluation

LANGUAGE PROCESSES

Pronunciation
Vocabulary
Grammar
(Immediately apparent)

Semantic and Functional Meaning (Not immediately apparent)

BICS
Basic Interpersonal Communication Skills

L_1 L_2

CALP
Cognitive Academic Language Proficiency

Well-designed CLIL provide students with:

Meaningful communication in the TL
↓
Acquisition

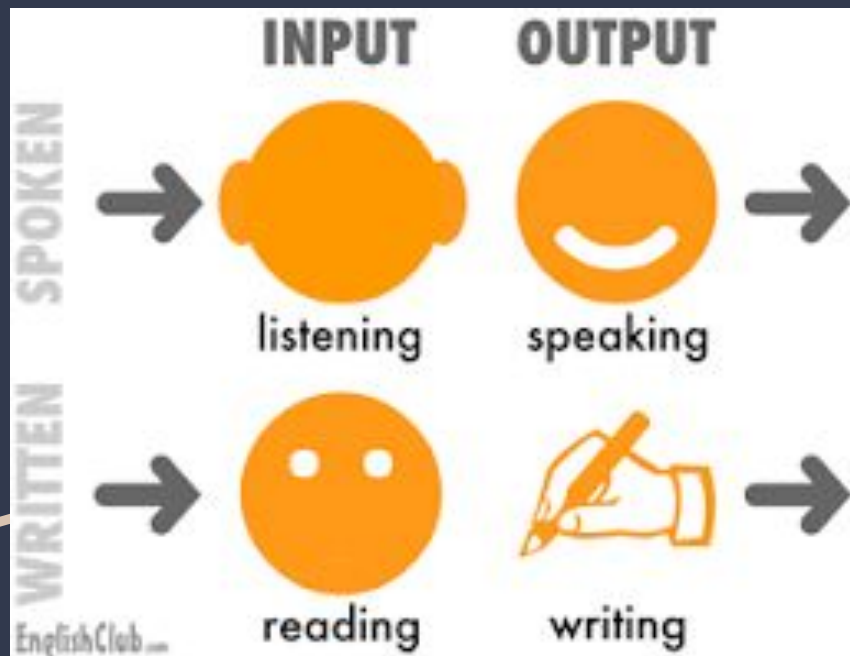Growth in Proficiency →

CI

WWW.SPANISHMAMA.COM
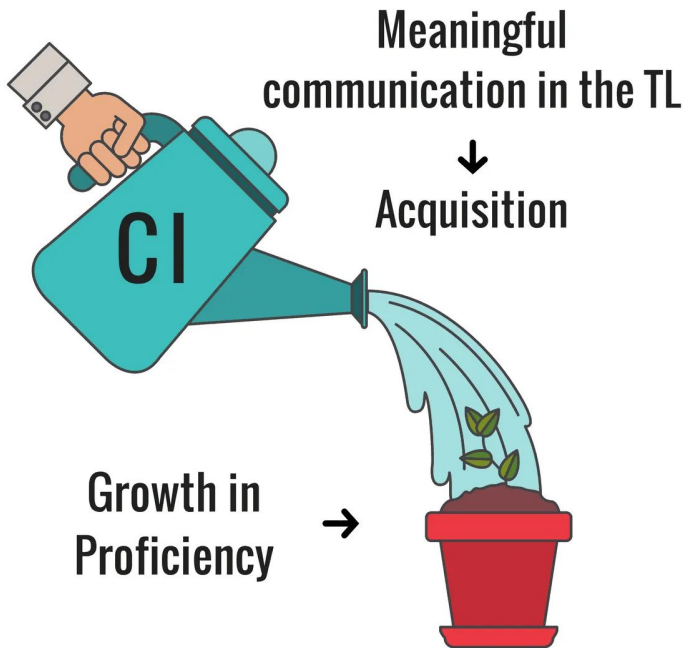
Meaningful Content

(connects to students)

+

Comprehensible Input

("digestible" for students)

Approaching Language Skills in a CLIL Class

INPUT / OUTPUT
SPOKEN / WRITTEN
listening — speaking
reading — writing
EnglishClub.com

- **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.

Part 2:

Going Deeper-

Addressing Some Key Challenges

So many challenges…

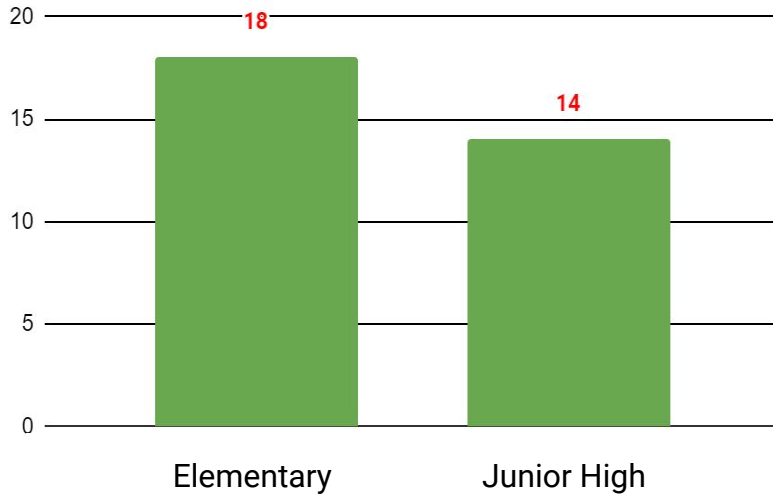## How can we address them?

- Language?
  - Content Information (+textbook)
  - Students'
  - Teachers'
- Time?
- Team Teaching?
- Training?
- Resources?
- Others?
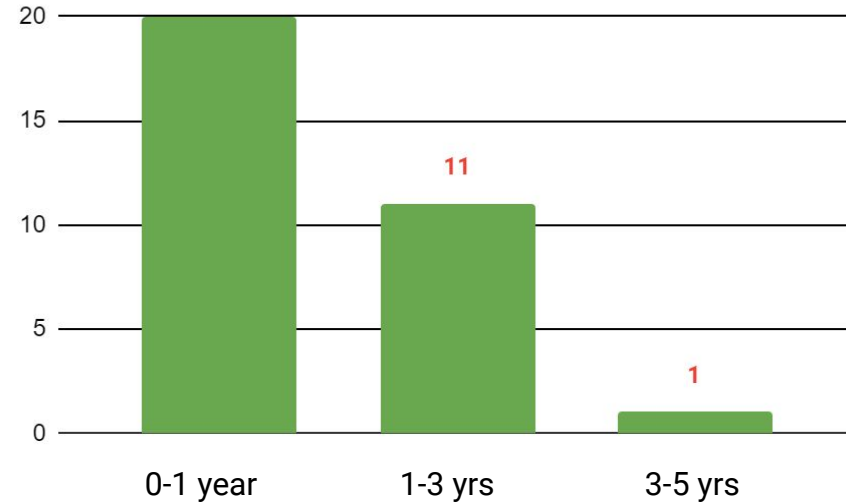
CLIL Survey

- In one of counties in Taiwan
- 32 replies by last Friday

Teachers

Elementary	Junior High
18	14

Years of teaching CLIL classes

0-1 year	1-3 yrs	3-5 yrs
20	11	1

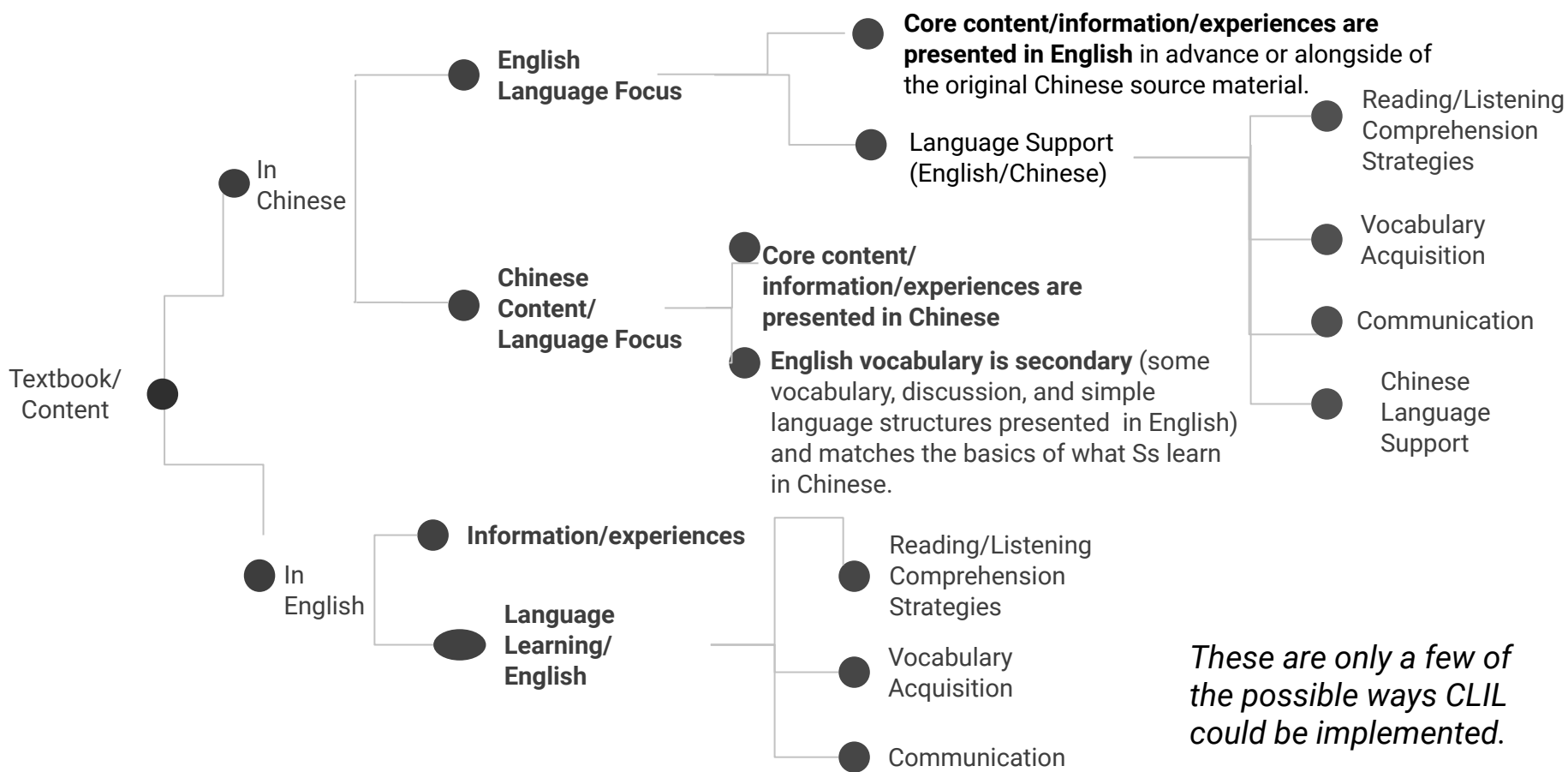# CLIL Survey –Challenges

	A	B	C	D

A. Students are not used to CLIL or don't understand in CLIL class
B. Insufficient teachers who can teach CLIL
C. Lack of clear objectives or goals for curriculum implementation
D. CLIL Curriculum/Class Design

Language
Challenges

Considering Content Information and Textbooks

- What is your students primary source of information (input) for this lesson/unit/project?
- How will you supplement this primary source of information?
- How will students engage with this information/content?
- What support will students need for understanding the content?
- What support will students need to sharing/discussing the content?

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?

Students' Language Challenges

- Students experience challenges with both basic communication and content language and knowledge (BICS/CALP)
- Students vary widely in their language and content knowledge and abilities (cramers)
- Still working on learning the alphabet (new readers English/Chinese)

How can you support these?

- Differentiation
- Scaffolding
- Station Teaching
- Time for content vs. English?
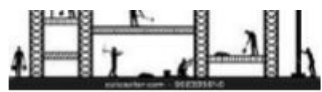
Differentiation and Scaffolding

There are differences between differentiation and scaffolding.

Differentiation refers to the idea of modifying instruction to meet a student's individual needs and learning styles. **Scaffolding** refers to modifications you make while designing and teaching lessons that allow all students to be successful in learning the same content.

Differentiation and Scaffolding

Differentiation is often directed at individual students while **scaffolding** is done for the entire class. For example, when an individual student can't answer a Checking for Understanding question and you rephrase your question from open-ended to multiple choice, you have differentiated for that one student. When you pre-read a Learning Objective before having the entire class read chorally, you are scaffolding.

In reality, differentiation and scaffolding strategies overlap, but they have the same ultimate goal: increasing student success.

Scaffolding Techniques

Verbal Scaffolding (Lang Development-focused)	Procedural Scaffolding (Grouping Techniques & Activity Structures)	Scaffolded Learning Tools
• Paraphrasing • Using "think-alouds" • Reinforcing contextual definitions • Developing Qs using Bloom's Taxonomy • Writing prompts • Following oral text with written text • Elaboration & expansion of student response • Use of cognates • Using synonyms & antonyms • Effective use of wait time • Teaching familiar chunks: "May I go to the bathroom?", "Excuse me" etc • Clear enunciation and articulation by T, slow when appropriate • Corrective Feedback techniques, especially elicitation, clarification, metalinguistic clues • Songs, jazz chants, rhythm & rhyme • Language Task for graphic organiser	• Using an instructional framework that includes explicit teaching: T-modelling, T-practising & St-applying • 1-1 teaching, coaching, modeling • Pairing/grouping Sts so that less experienced/knowledgeable Sts work with more experienced/knowledgeable ones • Activating prior knowledge • Think-Pair-Share • Personalisation (relating to Sts' lives) • Jigsaw Reading • Dictogloss • Co-operative Group Techniques • Joint writing project • Process writing • TPR • Roleplays & Simulations	• Graphic Organisers • Using Visuals & Imagery • Word Wall • Making a variety of resources available in class, eg dictionary, thesaurus, etc • Labelled visuals • Pictographs as a success supporting strategy for dictogloss • Videoclips • Online dictionaries like Multidict, in combination with Wordlink • Multimedia

Retrieved Through:
http://languages.dk/databank/materialsview.php?showdetail=&id=8

What and how can you differentiate?

Based on student's:

- Readiness
- Interests
- Way of Learning

You can chose to modify the:

- Content
- Process
- Product
- Language

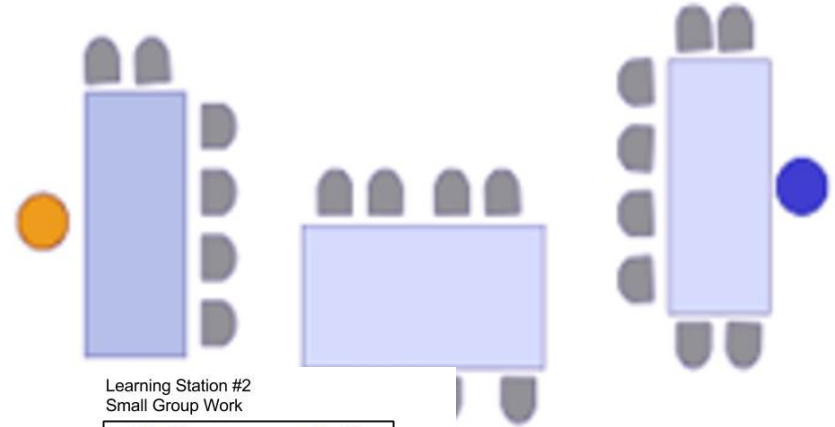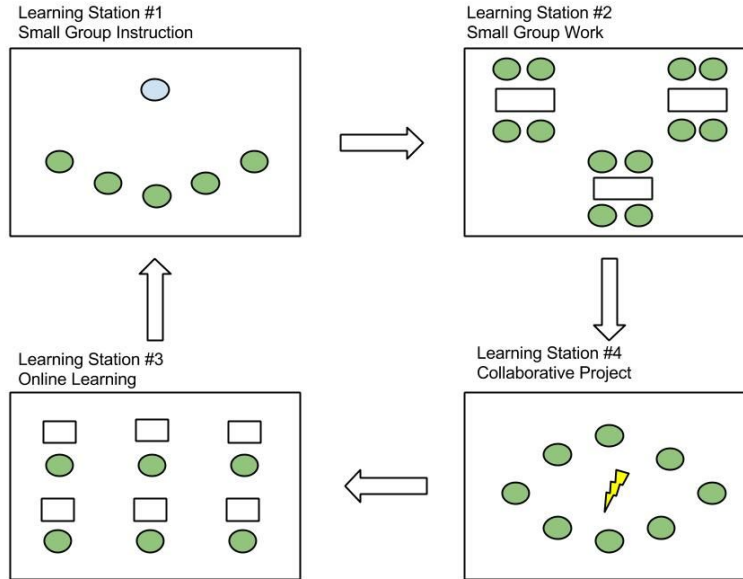# Differentiation Examples–For Individual Students

- **Opening the Lesson: "Assignment of the Day"**-A series of questions or a task that helps the teacher determine where students are at and how much support/review they may need
- **During Instruction-Color Coded Groups**
  - **Blue -**Allowed to listen only when they feel it necessary, otherwise allowed to work on their work independently (which may be different from the other two groups).
  - **Yellow-**Listens to the instruction, but after that they work together to figure out answers if they encounter challenges
  - **Green-**Listens to instructions, can ask for help (not for answers) and received higher priority than the other groups.
- **Challenges:** Additional challenging problem or task students can work on if they finish everything else

From: *Three ideas for differentiation in a CLIL lesson:*
https://www.clilmedia.com/three-ideas-for-differentiation-in-a-clil-lesson/

Using Stations

With or without a co-teacher, you can make stations work. But, like everything else, it takes planning and practice

Learning Station #1
Small Group Instruction

Learning Station #2
Small Group Work

Learning Station #3
Online Learning

Learning Station #4
Collaborative Project

When to use Stations Teaching

- Review Days
- Skill Reinforcement and Practice
- Project work
- Event Preparation Days
- Testing Days (Reading, Listening, Speaking)
- Small group guided instruction/activities

NOTE: Teachers may be free to circulate between stations or work at one station while students may work at other stations independently.

Teacher Language and Content Knowledge Challenges–Turn and Talk

- What are your personal challenges when teaching CLIL or in English?
- How can you work to overcome and adapt to these challenges?

- Know your strengths and weaknesses
- Always prepare and do your research
- Ask for help and suggestions from your fellow teachers--support each other!
- Learn and grow with your students ("World Englishes"/Lingua Franca)
- Continue your own professional development
- Engage in reflective teaching practices

Management Tips

Establish a Routine

- Why is routine important?
- How can you integrate classroom language and behavior expectations into your routine to help things move more efficiently during your limited class time?
- What are some key things you do to establish routine in your class?

Start Slow and Start Simple

- How much time do you spend introducing and practicing routines and behavior expectations at the beginning of the year?
- How often do you have to review and practice these throughout the year?

- Don't expect Ss to know what is expected-be explicit in your directions and let them practice.
- Build in classroom language from the 1st day and then add more classroom and content language as you progress.

Possible Starting Points

- **Class Rules and Behavior Expectations-Post Rules in English (or in both L1 and L2).** Take time to discuss the rules and expectations and consequences.
  - Start this conversation bilingually.
  - Make Ss accountable for their own behavior, and make sure they understand the "WHY" of good behavior and what it looks like.
  - Use visual cues--especially for younger students

Possible Starting Points

- **Classroom Language-Make a list simple classroom language sentences T and Ss can use to communicate more in English throughout the year.**
  - This could be posted on the wall or be a piece of paper pasted into their notebooks.
  - Examples: *Where is your pencil? /Do you have your book? /Take out your notebooks. / Are you ready? /Do you have any questions?/Can you help me? / How do you spell…? /How do you say...in English? / I don't understand...Can you explain it again in English/Chinese? /I want to know...*

Tip: Consider "Mini–Lessons"/ "Chunks"

If you have a clear routine, you can 'cut and paste' CLIL activities into your daily routine

- **Greeting/Check in/Getting Ready to Learn**
- **How are you?/ Day/Date/Weather/Good News Sharing**
- Review/Homework Checking
- **Notice and Wonder** (Time for something new)

- **Presentation**-Guided Presentation and Learning
- **Practice**-Learning and Doing Together (Stations/Independent)
- **Presentation**/Sharing/Reflection
- Wrap-up/Clean up/For Next Time

Tips for Dealing with Large Classes

- **Establish Routine and Clear Expectations**
  - Train students to work more independently-But start small with 2-3 min. Activities to build up their ability to work on their own.
- **Clearly Define Class and Group Jobs/Roles**
- **Rotate sharing/speaking opportunities**
  - You may not get to 'check' every student every class, but keep track and get the others next time
  - Provide partner and group work opportunities to give more speaking and sharing opportunities (STT vs TTT)
- **Know which students/groups you need to check on** most frequently
- **Seating Arrangements-**When/how can you be more flexible with this?

Team Teaching and Co-planning

KEY ISSUES OF CLIL IMPLEMENTATION
1. Teacher **motivation** will increase through collaboration with other colleagues and cross-curricular opportunities.
2. Engaging in cross-curricular dialogue and curricular design contributes to better classroom practice through **sharing** approaches, activities, and good practice.
3. Careful **co-ordination,** diplomacy and the ability to work in a reassuring partnership is needed so that teachers do not feel threatened by the intrusion or presence of another teacher.
4. Through CLIL implementation teachers are likely to have an increased opportunity for **professional development**. In some countries teachers may benefit from exchange programmes and financial increments.

CLIL application in a primary school context typically assumes that the subject teacher, with some linguistic competence in the second language, delivers his/her expert knowledge enriching it with elements of the additional language. The challenge here is to ensure that the students acquire the content knowledge and the linguistic goals are achieved. But this may not be the case. An English teacher may also be called upon to collaborate with a team of primary teachers.

Models of Co–Teaching

What is "co-teaching"?

"co-plan, co-instruct, and co-assess a diverse group of students in the same classroom" (Murawski, 2005)

Detailed Example of Models of Co-Teaching:
https://www.tolerance.org/sites/default/files/general/Seamless%20Teaching%20Handout.pdf

CO-TEACHING?
I DON'T KNOW IF I CAN DO THIS, BUT I WILL TRY MY BEST!

How to Make it Work:

Plan for it!

Effective Co-Teaching Practices: A Simple Guide to Co-Teaching

https://www.anderson5.net/cms/lib/SC01001931/Centricity/Domain/3345/Co-Teaching%20Manual.pdf

HOW TO MAKE THE MOST OF A CO-TEACHING PARTNERSHIP

Respect each other.	It's fine to disagree with someone's ideas, but don't make the disagreement about the person.
Clearly define roles and responsibilities.	Co-teaching works better when the partners agree on who does what and when.
Be flexible.	Sometimes this means putting aside a favorite strategy to try something different.
Plan together.	A minimum of 15 minutes per day is ideal. Be sure to plan for instruction AND assessment!
Don't take yourself too seriously.	A little bit of humor goes a long way.
Communicate.	Set up systems for communicating throughout the day and for occasional fine-tuning.
Seek administrative support.	A trusted administrator can observe and help you find areas for improvement.

CULT OF PEDAGOGY

Jigsaw Activity: Advice for Teachers

1. **Break into assigned groups.**
2. **Read your assigned text.** You may read as a group, or you may take time and read independently.
3. **Discuss your reading with your team.**
   a. **Guiding Question:** What was the most interesting or important piece of information to you?
4. **As a team, list the top three** most important or interesting pieces of information.
5. **Share with the class.**

Advice for English Teachers

Table 6. *Advice for language teachers doing CLIL*

ADVICE FOR CLIL - ENGLISH TEACHERS

Research shows that children like CLIL lessons not to focus on language *per se*. English teachers should consider the following typical questions for effective CLIL teaching, which focus on **content, communication, cognition and culture**:
• Which topics could I approach through CLIL for a particular subject area (e.g. Geography)?
    In volume 2 an example is provided of a module on The World Around Us, organized in a sequence of 3 lessons: Lesson 1 – Exploring the Solar System; Lesson 2 – Travelling Through the EU; and Lesson 3 – What's The Weather Like Today?
• What language do my students need to know?
• What specialised vocabulary and expressions do students need to learn? Which do they already know and can be recycled?
• What language do we need to carry out classroom activities and complete tasks?
    E.g. in the module on The World Around Us - Lesson 3 – What's The Weather Like Today?, the linguistic objectives comprise vocabulary (selected weather words); listening, writing and speaking skills, such as listening for specific information about the weather, writing the weather forecast, and describing weather conditions in different parts of Europe; as well as learning to use linguistic functions, such as 'What's the weather like?'

- Which activities do I need to stimulate cognitive skills?

   In the module on The World Around Us, lesson 3 focuses on students' orientation on maps and ordering information, so activities 3, 4, and 6 all expect students to work with maps (like finding directions: north, south, east, west on a map of Europe and linking specific locations to weather conditions).

- What are the cultural aspects of the CLIL lesson?

   In the same lesson students are expected to learn about weather specific for different parts of Europe.

Try to work with content that is predominantly new, so students are more interested; adjust the content linguistically, select when necessary and if it is permitted by the curriculum.
Avoid explicit form-focused instruction (de Graaff et al., 2007: 20). Facilitate this type of learning through: • Giving examples. • Using confirmation checks. • Using clarification requests. • Giving feedback.
Facilitate meaning-focused learning (de Graaff et al., 2007: 20) by … • Stimulating learners to request new vocabulary items.

• Checking students' meanings. • Using explicit and implicit corrective feedback. • Proposing relevant speaking and writing assignments (de Graaff et al., 2007: 20).

Advice for Subject/Content Area Teachers

Table 7. *Advice for subject specialist teachers or primary teachers doing CLIL*

USEFUL TIPS FOR CLIL – SUBJECT SPECIALIST TEACHERS AND PRIMARY TEACHERS:
Think about the **language you generally use in class** and explore how it is said in English. • How do you present ideas? • How do you encourage students to collaborate, write or talk? • How do you give examples? • How do you encourage reactions in students? • What will facilitate the students' use of language? • How can the students be helped to use the language effectively?
Identify the **target language in English** for the students to learn and the opportunities for interaction. • What will help students use the target language? In volume 2 there are many examples of games used to introduce a topic or revise knowledge and vocabulary. Chants, TPR and group work also stimulate the use of language. See, for example the game used to involve students at the beginning of the module on Maths: The World of Shapes and Units – Lesson 1 – Introduction.

If you want to avoid communication breakdowns during the CLIL lessons, teach students key language and communication strategies they can fall back on when they are having problems. Encourage your students to remember and use in class structures such as: *Me, What page?, What did you say?, I don't know, We don't understand this/that, We've finished, We haven't finished, Shall I help him/her?, Excuse me, I don't understand, How do we say ... in English?, How do we spell...?*

They can also be taught how to form new words and mime what they mean, as well as paraphrasing or describing what they want to say.

Identify the types of questions you generally ask and your expectations (language + content) of how the students will be able to answer them.

Procedural questions (support classroom management and routines)
- Are there any problems?
- Any problems?

Display questions (test student knowledge and understanding)
- What shape is it? How many sides has it got?
- What happens to the butterfly larva?
- What can you see on the left/ right/ in the middle?

Referential questions (stimulate authentic language production in response to a genuine question)
- What's your favourite animal?
- What do you know about wild animals?

Do not teach "things", but how to understand, to retain, and to use.

The methodology should be **thinking-centred**, inviting students to **participate** and **to dialogue**.

- (Ask yourself) What will help students gain understanding of content through its manipulation and use?

In Volume 2, in the module on Maths: The World of Shapes and Units – Lesson 1 – Activity 3 there are examples of how to engage students in creating their own tangram figures.

Consider that student content attainment is as important as linguistic development.

- Encourage students' reactions.
- Encourage learners to make oral presentations.
- Encourage students to complete feasible tasks.
- Encourage peer learning and peer feedback.

Use language appropriate to students' proficiency level in the foreign language:

- Don't simplify the language too much.
- Slow down the rate of speech.
- Increase pauses between sentences.
- Repeat and paraphrase frequently.

It is important that you always use the foreign language for classroom management purposes in order to maximise the exposure and establish a bilingual culture during the CLIL lessons. This can also lead to real communication, e.g. when a student comes late or forgets something he/she will explain things in English, in a natural way.
Build redundancy into the CLIL lessons: • Use repetition, paraphrasing and synonyms already known by your students for better comprehension.
Model correct language use: • Paraphrase. • Rephrase, restate or expand a student's response correctly. • Use correct pronunciation to model correct foreign language use.
Animate language use: • Accompany your speech with miming, gestures and facial expressions, thus offering supportive contextual information. • Link abstract concepts with concrete ones.
Scaffold through careful mother tongue use: • Use English during the whole lesson, but sometimes allow use of the mother tongue too, especially at the initial stages of CLIL implementation, e.g. when teacher and students reflect on the outcomes of experiments or try to generalise learning results (e.g. translate a key word).

Finding and Using CLIL Resources

CLIL Resources–Taiwan

Available at:
https://englishresource.tainan.gov.tw/index.php?inter=resources&kind=0
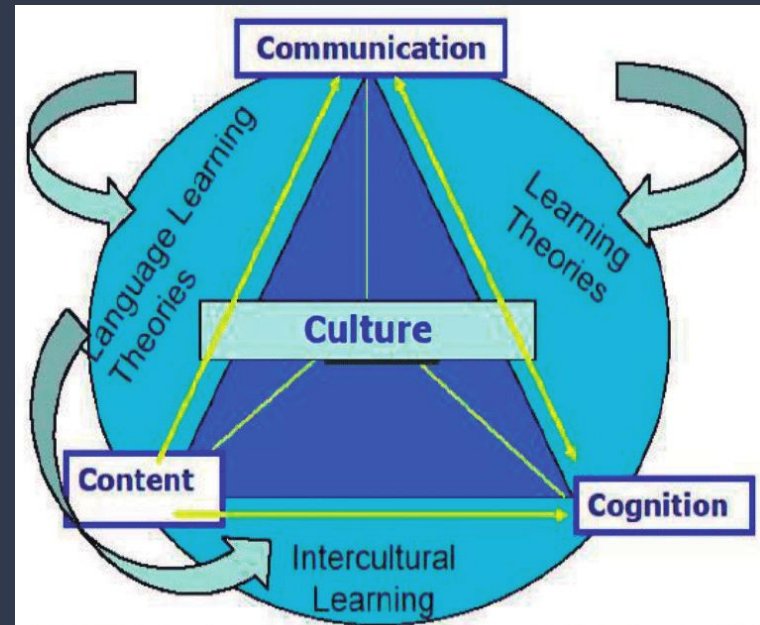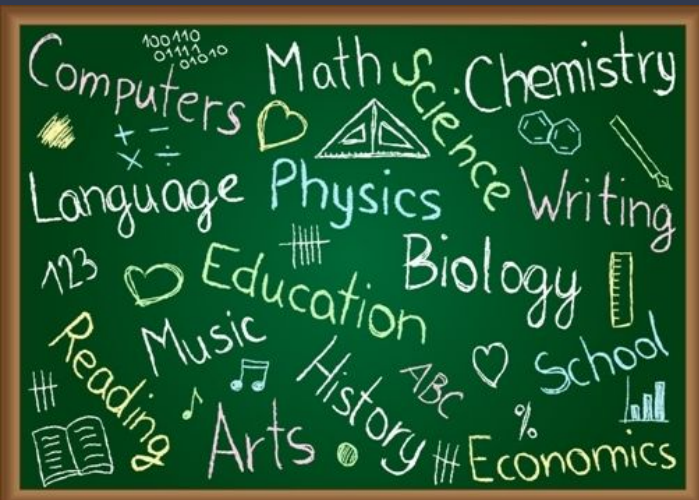
Sample Lesson Plan (Bits and Pieces)

	內容（CONTENT）	
分項 教學目標	**先備知識** （Prior knowledge）	**學科相關** （Subject-specific knowledge）
	學生的先備知識： 1. 學生於一年級的生活課程中，已建立對校園常見植物，及植物身體部位的中文知識。 2. 學生於一年級的生活課程中，已了解植物生長的基礎 3. 學生從生活經驗知道繪本中生物的中文名稱。 4. 聽懂並能以英文從 1 數到 10。 5. 聽懂基本英文句型，如：What's this? What do you see?	1. 認識被子（開花）植物的生長週期及各階段植物部位的名稱。 2. 了解環境中的動物和人，如何影響植物的生長。 3. 透過觀察生活周遭，覺察不同植物的構造與功能。
	溝通/語言（COMMUNICATION）	
	Language *of* learning	**Language *for* learning** （language skills）
	1. 聽懂並能說出繪本中向日葵成長各階段的名稱，如：seed, seedling, shoot, plant, bud, flower。 2. 聽懂並能說出繪本中，影響向日葵生長的生物，如: ant, pigeon, mouse, slug, mole, cat, boy, puppy, greenflies, bee。	1. 聽懂並能詢問問題 What is that? What happens? What's next? 2. 熟悉其他語言技能 What does it mean? How do you say ____ in English? Where can you see it?

	Language *through* learning	
	1. 聽懂在朗讀繪本及教學過程中，教師使用的課室英語。例如：What do you think this story is about? What will happen next? 2. 聽懂在教學討論過程中，出現的語言，例如：小組討論詢問或描述生活周遭的植物（What does it look like? What color? It looks like...）；完成製作圖鑑任務時，從教師及同儕所獲得的回饋（如：Yours looks great!）。	
	認知（COGNITION）	
	1. 記憶繪本中開花植物生長及各部位相關的字詞（知識）。 2. 理解開花植物的生長週期。 3. 應用所學知識，比較和分析生活周遭類似植物的樣貌與生長環境。	
	文化（CULTURE）	
	1. 比較繪本的植物（向日葵為美國常見休耕栽種植物）與生活周遭常見的植物樣貌與生長環境。	
中文使用時機	TRANSLANGUAGING	
	For teacher	For students
	1. 以英文呈現教學內容，但老師可用中文說明。 2. 在說明活動程序時，可中英文並用。 3. 課室用語，儘量以英文說明。	1. 學生可以中文提問、回答問題及進行討論。 2. 學生以英文完成圖鑑製作。 3. 若學生以中文回答，老師可將中文翻譯成英文寫在黑板上，並請學生寫下英文翻譯。

CLIL Resources–Taiwan

Both available at:
https://ono.tp.edu.tw/course/7297#/
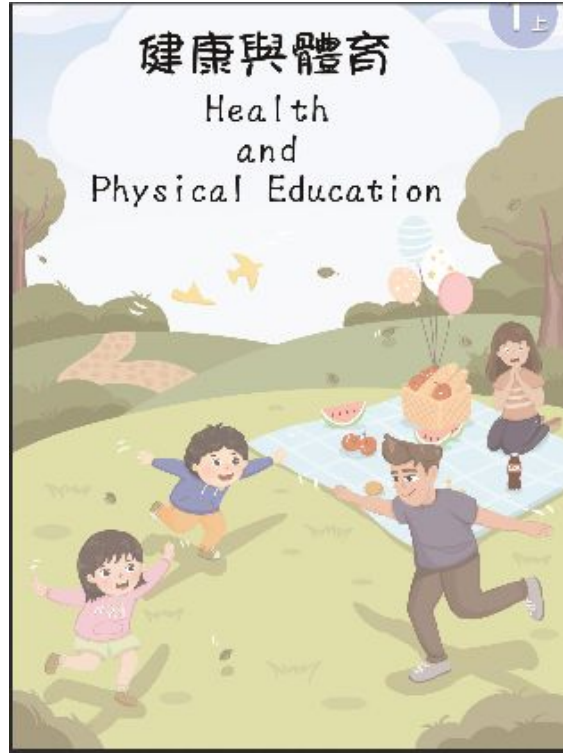
Taipei– Health and Physical Fitness G1S1

課程名稱	學習目標	核心素養	健體領域學習內容	健體領域學習表現	重點詞彙	延展詞彙	節數
Lesson 1 Warm Up 暖身運動	Students learn the importance of warming up and how to warm up. 學生瞭解在開始運動以前，做暖身運動的重要性，並學習一些基礎的暖身伸展動作。	健體-E-A2	Bc-I-1 各項暖身伸展動作。	1c-I-1 認識身體活動的基本動作。	warm up stretch arm leg shoulder waist neck knee back	swimming running jumping throwing	2
Lesson 2 Let's Stretch Together 一起伸展	Students learn how important it is to stretch and learn to stretch together with others to make triangle, circle, square, and rectangle shapes with their bodies. 學生瞭解伸展運動的	健體-E-A2	Bc-I-1 各項暖身伸展動作。	1c-I-1 認識身體活動的基本動作。	arm leg shoulder back	shape triangle circle square rectangle	2

Taipei– Health and Physical Fitness G1S1

Attention, attention.
Do as I do.
Spread out, spread out.
Do as I do.
Stretch your arms,
One, two, one, two.
Stretch your leg,
One, two, one, two.

B Look and Talk
What should they do first?
They should warm up.

Warm up before swimming.

Warm up before running.

Warm up before jumping.

Warm up before throwing.

CLIL Resources–from Europe

The CLIL Guidebook

Available at:
https://www.languages.dk/archive/clil4u/book/CLIL%20Book%20En.pdf

8. I already have a huge workload. Do I have to create all the materials and resources that I need?

CLIL teachers adopt and adapt existing resources to make them accessible to their learners. For example, Graphic Organizers and other clear visuals for information processing and recording are utilized to make additional language processing easier for learners.

9. Where can I find suitable resources at the correct level?

There are databases of CLIL resources available in different languages, for example:
http://languages.dk/databank/materialslist.php
Another useful database with multilingual resources is CLILStore:
http://multidict.net/clilstore
Other very good sites which contain ideas and resources for teaching of English through CLIL are the British Council and OneStopEnglish. The ideas can be adapted to teaching through CLIL in

This resource links to MORE resources…

CLIL Resources–from Europe

Available at:
http://www.clil4children.eu/wp-content/uploads/2018/06/Guide_Addressed_to_Teachers_Vol01.pdf
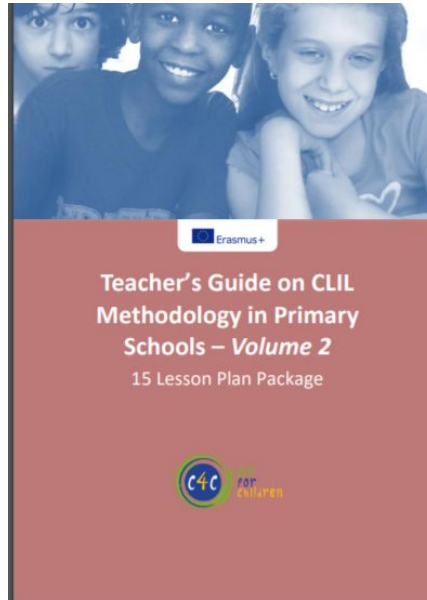
Available at:
http://www.clil4children.eu/wp-content/uploads/2018/05/Guide_Addressed_to_Teachers_Vol02_rel08.pdf
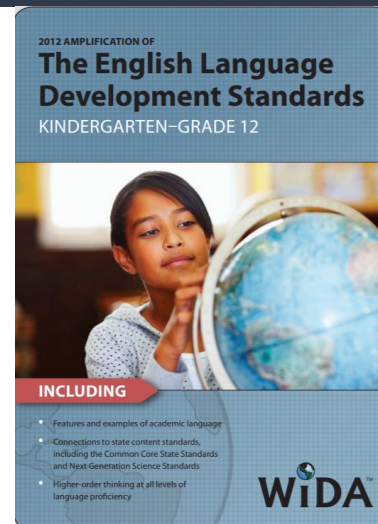
Curriculum Resources from the USA

COMMON CORE STATE STANDARDS FOR

English Language Arts
&
Literacy in History/Social Studies, Science, and Technical Subjects

COMMON CORE
STATE STANDARDS INITIATIVE

2012 AMPLIFICATION OF
The English Language Development Standards
KINDERGARTEN–GRADE 12

INCLUDING

- Features and examples of academic language
- Connections to state content standards, including the Common Core State Standards and Next Generation Science Standards
- Higher-order thinking at all levels of language proficiency

WIDA

Adopted by 41 states, Common Core for Language Arts is available at:

http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf

WIDA Standards for English are available at :

https://wida.wisc.edu/sites/default/files/resource/2012-ELD-Standards.pdf

DON'T reinvent the wheel! Google it first.

If you find something that works, **save and share it!** Build resources for other teachers and **collaborate!**

CLIL Survey – Resources Needed

- CLIL textbook
- CLIL curriculm guideline
- teaching standards
- other

8.0%
40.0%
20.0%
32.0%
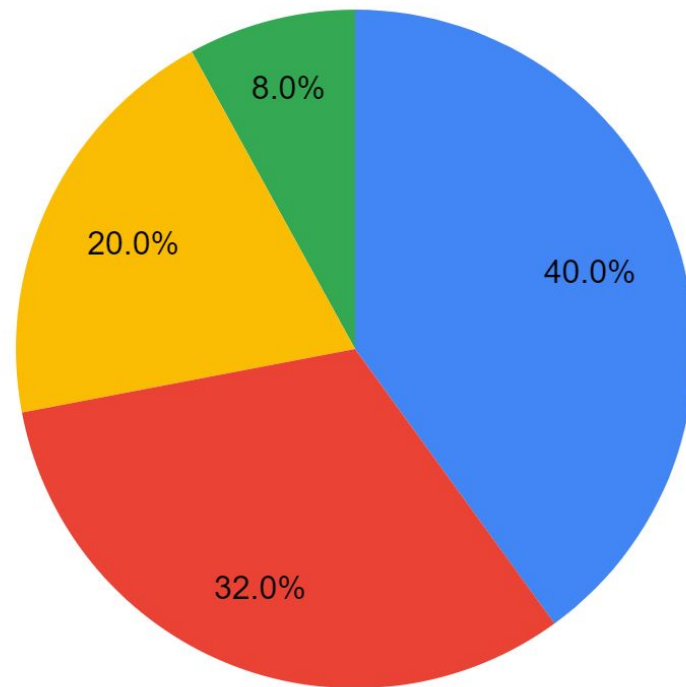
What resource will be very helpful for your CLIL classes but they are not available yet?

CLIL Models in Taiwan–Survey Says…

A. Solo teaching

B. Co-teaching with a foreign teacher

C. Co-teaching with a English teacher

D. Co-teaching with other subject teachers

E. Co-teaching with a foreign teacher and other teachers

CLIL Models

CLIL models can be organised in different ways, which will determine the type of co-operation of teachers.

- **Short-term exposure to CLIL** (CLIL showers (Mehisto et al., 2008), in which some significant areas of a subject are explored and developed in a foreign language for around 30 minutes to one hour of exposure per day. For example, in Mathematics children can learn the numerals and in Physical Education basic commands.
- **A short series of integrated lessons planned around a theme or topic,** involving the subject area content from one or more national curriculum subjects will probably require in tandem planning and teaching of the primary teacher and the English teacher.

CLIL Models (Cont.)

- **Modular courses** lasting half a term where aspects of individual subjects are taught through the language could follow a similar model, but could also be taught by the primary or specialist teacher, with CLIL training and good command of English.
- **Short intensive courses** where the timetable is blocked for one or more days to allow for deeper learning and practical experience of language use requires in tandem preparation, but would be probably taught by the English teacher.
- **Longer-term sustained joint-curriculum delivery and partial immersion** would probably require in tandem teaching or individual teaching.

Considerations for Lesson Planning

Planning: Questions and Task Flow

It can be useful to think of Bloom's taxonomy in terms of Learning Behaviours:

We have to remember a concept before we can understand it.

We have to understand a concept before we can apply it.

We have to be able to apply a concept before we can analyze it.

We have to analyze a concept before we can evaluate it.

We have to remember, understand, apply, analyze, and evaluate a concept before we can create.

| Remember | Understand | Apply | Analyze | Evaluate | Create |

Lower Order Thinking Skills - LOTS → Higher Order Thinking Skills - HOTS
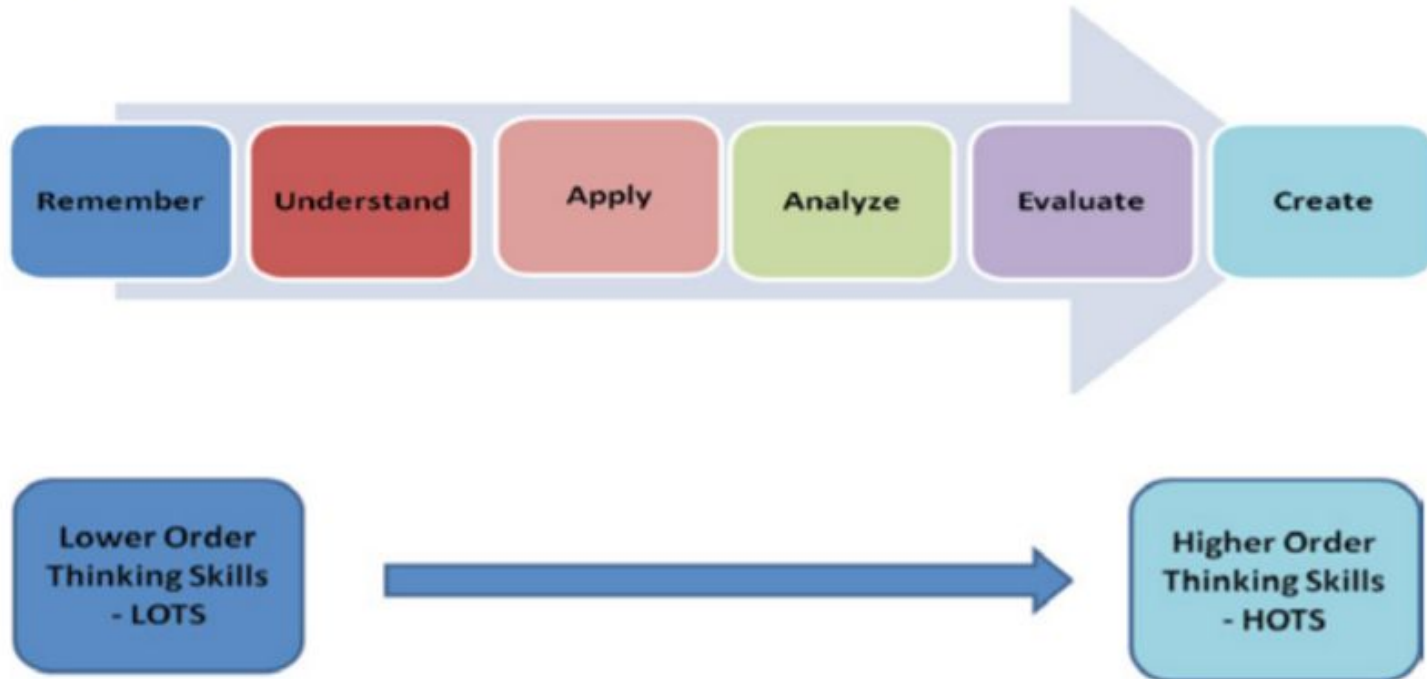
REMEMBER

Retrieve relevant knowledge from long-term memory.

- Can you recall...?
- Where is...? Who is...?
- Can you list four...?
- How would you describe...?
- How could you explain...?
- Which of these is true...? false...?

Showing   Restating   Choosing
Naming   Finding   Matching
Listing   Recognizing   Relating

ANALYZE

Separate a whole into parts and determine their relationships.

- Why do you think...?
- What is the relationship...?
- Can you compare...? contrast...?
- What idea is relevant to...?
- How would you categorize...?
- What can you infer...?

Classifying   Experimenting   Simplifying
Investigating   Dividing   Differentiating
Dissecting   Discovering   Researching

UNDERSTAND

Construct meaning from instructional messages.

- What is the main idea of...?
- Can you find an example of...?
- How would you summarize...?
- What might happen next...?
- How do you explain...?
- What ideas or facts show...?

Organizing   Paraphrasing   Reviewing
Discussing   Extending   Inferring
Interpreting   Outlining   Showing

EVALUATE

Make judgments based on criteria and standards.

- Which is more important?
- Is there a better solution to...?
- Can you defend...?
- What are the pros of...? cons...?
- Why is... of value?
- How would you feel if...?

Validating   Justifying   Critiquing
Debating   Monitoring   Selecting
Assessing   Prioritizing   Rating

APPLY

Carry out or use a procedure in a given situation.

- What would happen if...?
- How could you clarify...?
- Who do you think...?
- Which approach would you...?
- How would you use...?
- What is a situation like...?

Practicing   Implementing   Interviewing
Choosing   Operating   Solving
Planning   Developing   Generalizing

CREATE

Combine elements or ideas to form a new whole.

- What is an alternative...?
- Could you invent...?
- Can you compose a...?
- What is your theory about...?
- How can you imagine...?
- What could you design to...?

Building   Constructing   Changing
Combining   Devising   Adapting
Formulating   Improving   Producing

Bloom's Taxonomy Question Cards

Remember

★ Who…?
★ Where…?
★ Which one…?
★ What…?
★ How…?
★ Why…?
★ How much…?
★ How many…?
★ When…?
★ What does it mean…?
★ What happened after…?
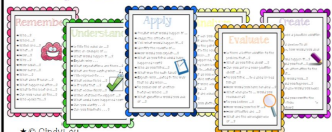★ What is the best one…?
★ Can you name all the…?
★ Who spoke to…?

Understand

★ Is this the same as …?
★ Give an example of…
★ What would happen if …?
★ Explain why . . .
★ What expectations are there…?
★ What are they saying when…?
★ This represents . . .
★ What seems to be …?
★ Is it valid that …?
★ What seems likely…?
★ Which statements support …?
★ What could have happened next?
★ Can you clarify . . .?
★ Can you illustrate . . . ?
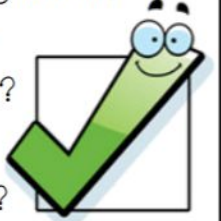
Apply

★ Predict what would happen if ...
★ Judge the effects of...
★ Tell what would happen if...?
★ Identify the results of...
★ How would you explain...?
★ What do you think could have happened next?
★ Who do you think...?
★ What was the main idea?
★ Explain why...acted in the way that he did when...
★ Do you know of another instance where ...?
★ What questions would you ask of ...?
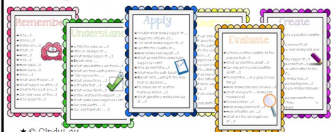
Analyze

★ What can you conclude from...?
★ What does the author believe?
★ State the point of view of...
★ What's the relationship between...?
★ If...happened, what might the ending have been?
★ How is...similar to...?
★ What do you see as other possible outcomes?
★ What were some of the motives behind...?
★ What are some of the problems of...?
★ Can you distinguish between...?

Evaluate

★ Is there a better solution to the problem that...?
★ What do you think about ...?
★ Can you defend your position about ...?
★ Do you think ... is a good or bad thing?
★ How would you have handled ...?
★ What changes to ... would you recommend?
★ Do you believe ...?
★ How would you feel if ...?
★ How effective are ...?
★ What are the consequences of ...?

Create

★ Can you see a possible solution to ...?
★ If you had access to all resources, how would you deal with ...?
★ What would happen if ...?
★ How would you test ...?
★ Propose an alternative to the event that...
★ How else would you...?
★ How would you improve...?
★ What changes would you make to...?
★ How would you rewrite the selection from _____'s point of view?

Assessment and Evaluation…A Few Words and a Few Examples…

1. **Start with standards or learning outcomes.**
   a. *By the end of this unit, students will be able to share 3 rules for playground safety in English and Mandarin.*
2. **Determine how students will demonstrate this information.**
   a. Oral presentation/videos, make and share a poster, fill in the blank worksheets, or match Chinese and English rules
3. **Prepare appropriate tools to measure students achievement.**
   a. Portfolios, rubrics, checklists, tests, etc.

表三 整體性評量表（取自 Tabak, Coşkun, & Akyıldız, 2012, p.131）

Scores	Descriptions
1 Unsatisfactory	Student shows no knowledge of the subject and specific vocabulary.
2 Almost satisfactory	Student is lacking necessary background knowledge and uses specific vocabulary wrongly.
3 Satisfactory	Student has essential knowledge of the subject. He uses specific vocabulary correctly.
4 Good	Student shows a complete knowledge of the subject. He properly uses specific vocabulary.
5 Excellent	Student shows a complete and thorough knowledge of the subject.

表四 「認識昆蟲」單元學科內容學習表現分析式評量表

	Criteria	Excellent 4	Good 3	Satisfactory 2	Unsatisfactory 1
Content	Can identify insects by their physical elements	Demonstrate clear understanding about how to identify insects from animals of similar features	Demonstrate clear understanding about insects	Show basic understanding about the elements of insects	Has not acquired the basic concepts about insects
	Can describe the reproduction and development stages of insects	The description is clear and accurate.	The description is clear with minor mistakes	The description is comprehensible.	The description is not comprehensible.
	Can report the life cycle of any insect found on campus	The report is accurately and logically organized	The report is logically organized with minor mistakes.	The report is understandable	The report is not comprehensible.
	Can draw pictures of three kinds of insects	The drawing accurately reflects the insect's physical elements	The drawing shows the elements clearly.	The elements are somewhat identifiable from the drawing.	The drawing does not show clear elements of insects.

表二　CLIL 單元學習自評表

Criteria: Content + Language	Self-evaluation	Peer-evaluation	Teacher evaluation
I know the nutrients of different foods I eat.			
I can say these nutrients in English.			
I can give examples to support my understanding			
Total			

表一 書寫式領域內容及語言使用學生自評表（取自 Babocká, 2015, p. 182）

My learning journal Content/History		My learning journal Language
Lesson nr.: Topic:		Lesson nr.: Topic:
What I understand well is:		What I understand well is:
What still confuses me is:		What still confuses me is:
What I want to know (what interests me) is:		What I want to know (what interests me) is:

CLIL Survey–Keys to Success–

What really makes it work?

A. Assistance of foreign teachers

B. Assistance of administration

C. Sufficient time to work with co-teachers

D. Clear curriculum objectives that can be followed

E. % of content vs language in class design and implementation

Part 3:

Planning CLIL Goals, Activities and Curriculum

Planning for CLIL–Where can you start?

- **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

WORKSHOP–Lesson and Activity Design

Consider:

- **Learning outcomes** (SWBATs)
  - Content
  - Language (vocab/structures)
- **Content 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)

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

...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

Additional Resources

CLIL Activities: A bank of activities that can be modified to support student learning based on content. Activities can be selected and organized by type. https://www.blikk.it/bildung/unterricht/clil/clil-activities

BICS vs CALP and Why: Short blog post outlining the key differences.

https://www.clilmedia.com/four-differences-between-bics-and-calp-and-why/

Bloom's Taxonomy Question Stem Cards [Revised]:

https://www.teacherspayteachers.com/Product/Blooms-Taxonomy-Question-Stem-Cards-Revised-840151

How scaffolding can improve your CLIL lesson: A post from CLIL Media-Practical Tips and Tricks for Every CLIL Teacher. https://www.clilmedia.com/how-scaffolding-can-improve-your-clil-lesson/

Co-Teaching Resources and Materials

Tips for Co-Teaching and Team Teaching
https://thecornerstoneforteachers.com/co-teaching-team-teaching/

Effective Co-Teaching Practices: A Simple Guide to Co-Teaching
https://www.anderson5.net/cms/lib/SC01001931/Centricity/Domain/3345/Co-Teaching%20Manual.pdf

Teaching in Tandem by Gloria Lodato Wilson and Joan Blednick
Selected Resources Related to Co-Teaching
http://www.ascd.org/publications/books/110029/chapters/Selected_Resources_Related_to_Co-Teaching.aspx

Collaborative team teaching (Article With Video)

https://federation.edu.au/staff/learning-and-teaching/teaching-practice/facilitation/collaborative-team-teaching

Classroom Management Tips for Co-Teachers
https://www.edutopia.org/article/classroom-management-tips-co-teachers

Co-Teaching Partnership Checklist
http://laspdg.org/files/Partnershipchcklist.pdf