



LINK

SCHOOL OF ENGLISH

CLIL Course

for

Italian schoolteachers

April, 2017

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1. CLIL Methodology

K.W.L Chart

Topic: _____

K What I already know	W What I want to know	L What I learned
L'ARABIA	LESSONS WRITE LEARN - SPEAK	LESSONS OF HISTORY LESSONS OF MATH



1.1 CLIL Methodology Trivia

1. What does CLIL stand for?
 - a. Content and Language Integrated Learning
 - b. Contextualized Learning in Languages
 - c. Communicating and Learning in Lifelong
 - d. Course for Learning International Languages

2. How long has CLIL practice been around?
 - e. 5,000 years
 - f. 2 years
 - g. Since 2002
 - h. Since 1962 (after the first WWI)

3. Respond True or False. When teaching CLIL, you can use your native language sometimes. False

4. In CLIL, which work pattern prevails?
 - A. Individual work
 - B. Group and pair work

5. The 4 Cs of CLIL are:
 - a. Cognition, Community, Content, and Communication
 - b. Chocolate, Chatting, and Cheese (in Chianti)
 - c. Children, Cats, Cucumbers and Crocodiles

C

Are you already practicing CLIL?



The term CLIL was created in 1994 by David Marsh, however, CLIL teaching has been practiced for many years, from the Babylonian era to the early sixties when bilingual education was introduced in many schools around the world. Even if you are unaware of the term CLIL, you may already have been using CLIL methodology for many years.

D

CLIL METHODOLOGY

CLIL is fundamentally based on methodological principles established by research on “language immersion”. This kind of approach has been identified as very important by the European Union because: “It can provide effective opportunities for pupils to use their language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings.” This approach involves learning subjects such as history, geography, or others, through an additional language. The European Union has therefore decided to promote the training of teachers to “...enhancing the language competencies in general, in order to promote the teaching of non-linguistic subjects in foreign languages.”



Comprehension Questions for Articles A-D

1. What does CLIL stand for?

CLIL CAN INCREASE YOUR STUDENTS' MOTIVATION TO LEARN WHAT YOU'RE TEACHING THEM.
CONTENT AND LANGUAGE INTEGRATED LEARNING.

2. Using CLIL, students learn the language they need _____ they learn the subject.

- (a) before
- b. after
- c. at the same time as

3. When was the term CLIL introduced? 5,000 YEARS 1996

4. What is one advantage of using CLIL?

I CAN WORK IN THE GROUP.

Respond True or False

5. With CLIL, the language is more important than the content being taught.

True False

6. Why has the CLIL approach been identified as "very important?"

YES



Finding out what you already know / *Scopriamo quello che sapete già*

Underline the correct answer(s). *Sottolineate delle risposte giuste.*

1. Which of these are curricular subjects that can be taught in CLIL?

- music
- reading
- art
- maths

2. Which of these do CLIL lessons develop?

- learners' native language (L1)
- subject knowledge
- English language
- cognitive (thinking) skills

3. Which of these are communicative classroom activities?

- giving presentations
- working in pairs
- writing
- observing

4. Which of these are cognitive (thinking) skills?

- analysing
- comparing
- interacting
- predicting



1.2 Subject-led versus language-led CLIL

1.2.1 Exercise 1

You're going to hear to a teacher from Spain talking about her CLIL context. Underline the correct options.

1. The teacher teaches in a (secondary | bilingual primary school).
2. She teaches (only one | more than one) CLIL subject.
3. (Only this teacher's | About half the) lessons at the school use CLIL.
4. Her learners use (CLIL coursebooks | CLIL sections from ELT coursebooks).
5. Her CLIL model is (subject-led | language-led).

1.2.2 Exercise 2

Now, you're going to a teacher from Italy talking about his CLIL context. Underline the correct answers.

1. He teaches English at a (secondary | bilingual primary) school.
2. (All | some) of his lessons contain CLIL.
3. He teaches (only one subject | topics from other subjects) in his lessons.
4. He uses (CLIL sections from ELT coursebooks | CLIL coursebooks).
5. His CLIL model is (subject-led | language-led).



1.2.3 Exercise 3

You're going to watch two videos of CLIL lessons. Are the lessons you see subject-led or language-led? Mark your answer with an 'X.'

Video 1 subject-led language-led

Video 2 subject-led language-led



1.3 Learning Outcomes

1.3.1 Exercise 1

Subject-led CLIL explores concepts from the curriculum more deeply than language-led CLIL and has clear subject learning outcomes.

Popular CLIL subjects are listed below. Can you write the correct subject next to the examples of their learning outcomes?

- | |
|-------------------------|
| Art |
| PE (Physical Education) |
| Geography |
| Science |

MUSIC AND HISTORY

1. Develop an understanding of the environment and the physical world. Use practical experiments to investigate natural resources. SCIENCE

2. Record ideas creatively. Use a range of different media and methods.

MUSIC ART

3. Understand events, people and processes in the past. Understand how the past links to the present.

ART HISTORY

4. Develop understanding of geological processes and patterns. Make connections between the local area and the wider world.

HISTORY GEOGRAPHY

5. Listen to, enjoy and comment on performances. Develop vocal and instrumental skills.

PE MUSIC

6. Develop strength, speed, stamina and flexibility. Develop skills of cooperation and competition.

GEOGRAPHY P.E.



1.3.2 Exercise 2

CLIL integrates both content and language learning. Because of this, some CLIL learning outcomes only describe the subject content, while others only describe language learning. But, in fact, many CLIL learning outcomes include elements of both subject and language learning.

Look at these CLIL learning outcomes (LOs). Choose whether they are subject LOs, language LOs, or subject and language LOs by marking the correct column with an 'X'.

Then listen to your teacher's feedback.

LEARNING OUTCOME (LO)	Subject LO?	Language LO?	Both?
1. Develop an understanding of the work of artists.	S I		X
2. Develop understanding of places, patterns and processes	S I	X	
3. Develop my understanding of grammatical structures, spelling and punctuation.	S I	X	
4. Develop vocabulary through listening, talking, watching and reading.		X	S I
5. Use knowledge to create a range of texts using different media.		X	S I
6. Use knowledge to estimate calculations and check working.	X		
7. Use knowledge to evaluate different written sources and evidence			X



2.1 The 4 Cs Framework

The 4C's

Yesterday, we saw subject and language learning outcomes for CLIL lessons. In lesson planning, the 4Cs framework is used to plan learning outcomes. It was introduced in 1999 by Do Coyle. The 4Cs are Content, Communication, Cognition and Culture. These are closely related but it's useful to think about them separately to help you to understand CLIL, plan lessons and write learning outcomes.

Here we're going to describe the 4Cs framework and look at how the 4Cs work together in CLIL activities. In later units we'll look at areas of the framework in more detail.



Task 1

Read the notes about each of the 4Cs. Which is the correct heading for each list? Complete the table.

Content	Communication	Culture	Cognition
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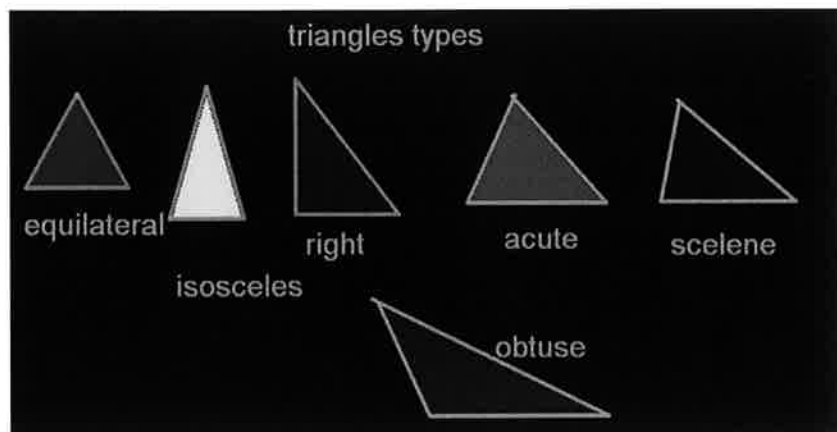
<p style="text-align: center;"><u>CONTENT</u></p> <ul style="list-style-type: none"> ▪ Learners are taught the concepts and skills needed for curricular subjects. ▪ Learners use their subject knowledge to complete tasks. ▪ Teachers can develop cross-curricular links. 	<p style="text-align: center;">CULTURE</p> <ul style="list-style-type: none"> • Learners develop their thinking skills by exploring new subject concepts. • Some examples of thinking skills are classifying, reasoning and creative thinking. • Teachers analyse subject content for the kinds of thinking skills the learners will use in their lessons. <p style="text-align: center;"><u>Cognition</u></p>
<p style="text-align: center;"><u>COMMUNICATION</u></p> <ul style="list-style-type: none"> ▪ Learners speak and write about subject-related ideas. ▪ Learners interact during task-based, cooperative learning. 	<p style="text-align: center;">Content CULTURE</p> <ul style="list-style-type: none"> ▪ Learners gain awareness of other societies and their own society. ▪ Not all CLIL lessons can have this focus.

2.2 A Closer Look at the 4 Cs

In CLIL lessons, the 4Cs are closely interrelated. Read these examples from a maths lesson about **triangles** and consider the relationship between Content, Communication and Cognition. (In the topic of triangles, there is unlikely to be any development of cultural awareness.)

The maths teacher explains different types of triangles and shows learners how to draw them.

- Content: learning subject concepts and developing subject skills
- Communication: listening to the teacher and following instructions, possibly asking questions



Learners look at several triangles on a worksheet and decide which kind of triangle each one is, and why.

- Content: applying subject knowledge
- Cognition: identifying and reasoning

Learners check their answers with a partner. They need to be able to say phrases such as, 'This is a right-angled triangle because one of the angles is 90 degrees.'

- Communication: interacting with another learner, stating choices and giving reasons
- Cognition: identifying and reasoning

A class is having geography CLIL lessons on the topic of waste and recycling.

Instructions

Match the learner activities with the summaries of the 4Cs involved in it.



1 Learners watch a short programme showing how materials such as glass, paper and metal are recycled in their country.

2 Learners work in groups to decide whether different examples of packaging can be recycled or not. A member of each group summarises the group's discussion for the class.

3 Learners write a paragraph comparing how their families recycle with a film about recycling in their country.

4 Learners read a text about the problems caused by dumping waste in the sea. They work in groups to create posters to raise awareness of the issue.

A Content: learning subject knowledge
Communication: listening to explanations of processes
Cognition: none
Culture: learning about own society

B Content: learning and using subject knowledge
Cognition: identifying key information
Communication: reading, interacting, writing
Culture: learning about other societies

C Content: using subject knowledge
Communication: writing a text
Cognition: comparing
Culture: comparing personal context and wider society

D Content: using subject knowledge
Communication: interacting, choosing, giving reasons, reporting
Cognition: categorising and reasoning
Culture: none

H-E

1-C

2-D

3-A

4-B

CORRECTIONS: 1-A; 2-D; 3-C; 4-B;



3. Language for teaching subject content

Initial questions:

- 1 What (if any) English vocabulary do you often use in your lessons?
- 2 What grammatical forms (e.g. *be going to*) do you often use?
- 3 When and how do you explain language to your learners? How confident are you with explaining language?

Conversation starters:

STATEMENT	OPINION			
	I agree	I partly agree	I'm not sure	Disagree
Language teachers should help subject teachers to teach new vocabulary for CLIL.	X			
It is important that subject teachers in CLIL have an excellent knowledge of grammar.	X			
Learners should always use accurate vocabulary and grammar when communicating ideas about CLIL subjects.		X		



3.1 BICS and CALP

In this lesson we're going to look at the language that learners encounter and use when they start CLIL lessons. (It is usually different from the language presented at the start of ELT courses.) It is helpful to think of the two types of language as:

- *BICS* (Basic Interpersonal Communicative Skills)
- *CALP* (Cognitive Academic Language Proficiency)

BICS are the skills needed for everyday conversational talk. Examples of *BICS* include greetings, asking for or giving directions, stating preferences and describing the weather. *BICS* also include informal language, such as contracted forms (*can't, isn't, etc.*).

Researchers say learners take about two years to develop *BICS*.

CALP involves understanding and using formal language about curricular subjects. This might include explaining possible results of an experiment and giving reasons for doing calculations. Researchers say learners take five to seven years to develop *CALP*.

Learners develop *BICS* when they start CLIL programmes, then progress towards *CALP*. For example, in a science class, learners' language should progress from *BICS*: 'When animals eat plants or other animals, they get energy.' to *CALP*: 'In the food chain, organisms called consumers get their energy and biomass by consuming other organisms.'

Task 1

Listen to a teacher talking about how she started teaching CLIL lessons. Then choose the best answers to the questions.

TRANSCRIPT

I started teaching CLIL in a secondary school two years ago. The language I teach is English and the subject I teach in CLIL is geography. But before I started teaching geography in English, I realised that my pupils needed to know enough English for everyday communication. Things like numbers, colours and positions of classroom objects. And they had to be able to understand classroom language such as, 'open your books', 'work together' and 'look at the picture'. I couldn't expect them to understand the language of geography such as 'look at the lines of latitude and longitude on the map' or 'describe the landscape' before they could understand and use basic English. I then discovered that these two types of language had names. Pupils' everyday classroom language is called BICS, Basic Interpersonal Communicative Skills. And having the language required for learning geography is having CALP, Cognitive Academic Language Proficiency. I'm glad I decided to teach BICS first, because teaching and learning a new language through a curricular subject isn't easy.

1. What did the teacher think her learners should know before they started CLIL?

- some basic geography
 some basic English

2. Which instruction mentioned by the teachers is an example of BICS?

- "open your books"
 Describe the landscape

3. Which instruction mentioned by the teacher is an example of CALP?

- "look at the picture"
 "look at the lines of latitude and longitude on the map"



Task 2

There are BICS sentences on the left and CALP sentences on the right. Match the BICS sentences with CALP sentences with the same meaning.

BICS

CALP

It happens a lot.

We have to explain the method we used.

We have to say how we did it

It occurs frequently.

I've got the answer.

It has a number of unusual qualities.

It's an important bit.

I have found the solution.

It has lots of special things.

It is a crucial element.

I like your work, but some parts are not good. —
could improve

Overall, you have met the aims, but you
some areas.



4. CLIL in your School or Classroom

Here are some research-based ideas for implementing CLIL in your school context.

Language Showers

Description

Language showers are primarily intended for students aged between four and ten years old, who receive 30 minutes and one hour exposure per day. This includes the use of games, songs, many visuals, realia, handling of objects and movement. Teachers speak almost entirely in the CLIL language. Routines are developed and considerable repetition is used so students know what to expect. This creates a sense of security, lowers anxiety and boosts learning.

Goals

Language showers help students to:

- Be aware of the existence of different languages;
- Be prepared for language learning (positive attitude, familiarity with sounds and structures).

One week CLIL camp

Camps can consist of groups ranging from fifteen to sixty students or more, coming from one school or from an entire school district. Students come together at a purpose-designed location, often an outdoor learning centre, during the school year, or holidays, for several days.

Suggested activities

- a.) A final talent show: a general meeting to discuss the nature of the event, daily times set aside for preparation and presentations, roleplays or scenes, building up the event during dinner speeches and the big event itself!
- b.) Student teaching: Students sign up to teach workshops for their fellow students. Preparatory meetings are held with teachers to plan and to provide language support. For example, one student ran a belly-dancing workshop. Her peers learnt to isolate three different types of stomach muscles—the diaphragm, the pelvic muscles and the obliques.
- c.) A scavenger hunt: students find and possibly photograph various plants, stones, live insects, etc.
- d.) Hiking and orienteering
- e.) Planning and building birdhouses whilst using the CLIL language

Goals

For students to experience success in a second-language environment

For students to have fun and associate the CLIL language with an enjoyable experience

To inspire students to continue learning the CLIL language

- ❖ **Your turn:** Can you think of an additional idea for CLIL implementation in your context? You may wish to look on YouTube to see CLIL in action. Write your answer below.



5. CLIL Tools and Materials

Opening questions:

- ❖ What materials do you use?
- ❖ How do you need to adapt them for your CLIL learners?
- ❖ How can you get support from a language teacher in your context?
- ❖ What do you find most challenging about adapting materials? Why?

We are now going to talk about how some CLIL materials use the 4 Cs framework. But first, let's learn about the four C's that comprise CLIL. If you don't know the answers, use your teacher or reference materials to guide you in discovering them.

Task 1

Complete the sentences about the 4Cs of CLIL.

Learn concepts and skills / Communication / Culture / develop their thinking skills / Content /gain awareness of citizenship / Cognition / interact with each other

The first C is Content. Learners study curricular subjects, learn concepts and skills, and use their subject knowledge.

The second C is Communication. Learners speak, read, write, and interact with each other.

The third C is Cognition. Learners analyze the content, such as reasoning and comparing.

The fourth C is Culture. Learners get an awareness of citizenship and learn about other societies.

Task 2

Choose the words that make the sentences true for you and your school. There are no right or wrong answers.

I use many different / a few different / just one or two _____ sources of material in my CLIL teaching.

The teachers in my school often / sometimes / never _____ create new materials for CLIL.

The teachers in my school often / sometimes / never _____ adapt materials for CLIL.

I have access to and use / have access to but don't use / don't have access to _____ native-speaker and digital sources of material.

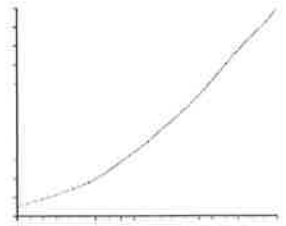
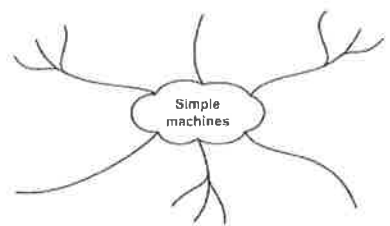
I don't need any / would like some / really need some _____ more time to prepare materials for CLIL.



Visual Organizers

Let's find out about the types of visual organisers you can use in CLIL. Match the names to the diagrams. (**bar chart** | **timeline** | **line graph** | **table** | **mind map** | **pie chart**)

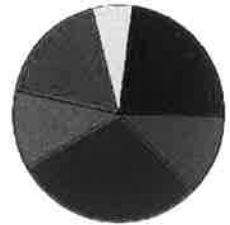
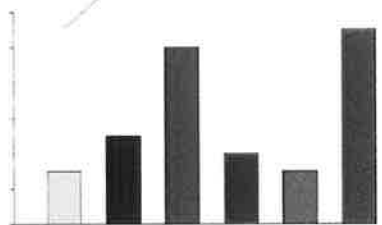
bar chart timeline line graph table mind map pie chart



~~mind map~~
~~table~~

Table

line graph



1920 1930 1940 1950 1960

~~pie chart~~
~~bar chart~~

~~bar chart~~
~~pie chart~~

~~mind map~~
~~table~~

Think of one of the visual organisers above. Answer:

1. How could you use it when teaching CLIL? How could you use it to present new content and language, review content and language, or something else?

Visual organisers are diagrams which show information that is sorted in ways to show relationships between facts and ideas. They help learners understand links between subject-specific information. They are sometimes called *graphic organisers* or *concept maps*.

In CLIL, a wider range of diagrams are used because of all the different subjects that learners study. Subjects like geography, history, maths, music, and science require a lot of information to be presented and manipulated. Each subject uses specific diagrams and learners need to be able to interpret the information in them. Learners should be able to use visual organisers to record notes and help them communicate ideas. Secondary school learners should also know their names and purposes.



Watch and listen to the slide show to find out about ten different visual organisers.

TEACHER: if prompted for credentials to access the link, use downeylt@gmail.com and linkteacher1

Now, match the visual organisers with the examples of how to use them.

___ a table categories

___ a timeline

___ a cycle diagram not

___ a T-chart

___ a Venn diagram

___ a decision tree

___ a Carroll diagram a peace

___ a tree diagram towns

___ to show information about five famous painters in

___ to show how to identify leaves using yes/no questions

___ to show shapes sorted into 2-D / not 2-D and four-sided / four-sided

___ to show how a seed becomes a plant and a plant produces seeds

___ to show a hierarchy in a business organisation

___ to show the advantages and disadvantages of alternative energy

___ to show the historical events before the signing of treaty

___ to show the similarities and differences between three

ESAY 1/10

1 — 7

2 — 6

3 — 5

4 — 2

5 — 8

6 — 4

7 — 1

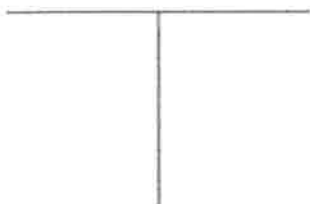
8 — 3



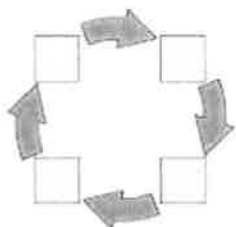
Visual organisers and language

Task 1

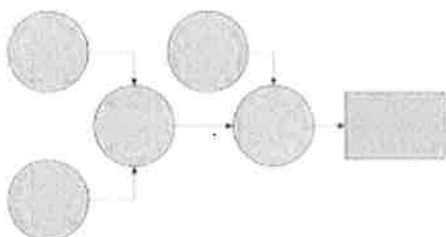
Match the visual organisers and the language in the Language Toolbox that learners need to describe them.



FIRST AFTER DAYS



MAY CAUSE, CAN LEAD TO



AND, BUT

LANGUAGE TOOLBOX

Also, in addition, furthermore, however, but, in contrast

First, after, ...days... days later, finally, then the process starts again

May cause, can lead to, as a result, because of, therefore, consequently

Task 2

Choose *two* types of language that learners need to use or describe these visual organisers.

1. Venn Diagram ___ prepositions of time ___ and, but ___ both, neither

2. Timeline ___ articles ___ past tenses ___ time expressions



Multimedia

Task 1

Listen to the teachers talking about video, the Internet, software and visualisers. Put their comments in the correct column.. Teachers, you can access the listening script here:

<http://cambridgeenglishteacher.cambridge.org/pages/view/609897> Use the credentials downeylt@gmail.com and linkteacher1 if prompted.

- Learners can spend too much time on images
- Can watch processes you can't recreate in lessons
- Saves paper
- Learners can use it at home
- Creates spreadsheets/ presentations more efficiently

- Language level can be too high
- Helps learners understand difficult concepts
- Quick way to project classroom materials
- Learners get distracted
- Motivates learners


VIDEO	INTERNET	SOFTWARE	VISUALISERS



Four Cs analysis

Activity A


The language of music tells musicians what notes to play and how to play them. They can be long or short, loud or quiet, quick or slow.



Rhythm tells us how long the notes last. They can be whole notes (1), half notes (2), quarter notes (4) or eighth notes (8).

Pitch tells us if the note is high or low. On a piano keyboard notes are in alphabetical order.

S Listen to these notes. Which is the longest: 1, 2, 3 or 4? Which is the shortest: 1, 2, 3 or 4?




G Listen to these notes. Which is the lowest: 1, 2 or 3? Which is the highest: 1, 2 or 3?

Project Make a drum.

You need:


- a plastic cup
- a balloon
- an elastic band



- 1 Take a piece of the balloon and put it over the top of the cup.
- 2 Use the elastic band to keep it in place.

Now you've got a drum.

Try to make different sounds. Hit it with your hand or with a pencil. Hit it in the middle or on the edge. Change your drum. Try different rhythms. Play your drum to music.



69

source: Nixon, C. and Tomlinson, M. (2009) *Kid's Box 4 Pupil's Book*. Cambridge: Cambridge University Press, p. 69.

Complete the 4 Cs analysis by using the bolded elements below.

- Rhythm and pitch of musical notes**
- Experimenting with sounds**
- Following instructions**
- Identifying different musical notes**

Culture: None specified

Content

Subject concepts: _____

Subject skills: _____ accompanying music

Communication

Reading an explanation

Cognition

Comparing and contrasting musical notes



Activity B

8 ECONOMICS in English

A Which of these jobs are in service industries (S) and which are in manufacturing (M) industries?

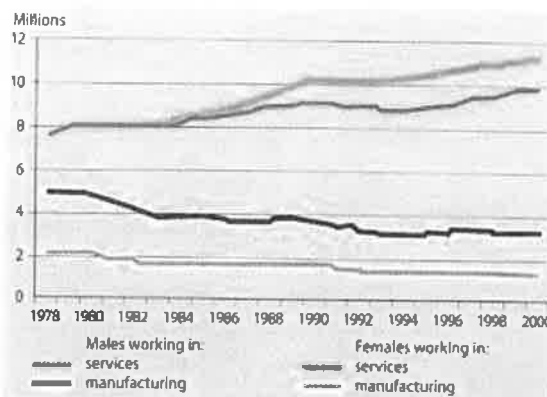
- | | | | |
|--------------------|--------------------------|----------------|--------------------------|
| 1 Auto engineering | <input type="checkbox"/> | 2 Paper-making | <input type="checkbox"/> |
| 3 Women's fashion | <input type="checkbox"/> | 4 Tourism | <input type="checkbox"/> |

B Now make two lists of other jobs in manufacturing and services.

C 1 Look at the graph. Decide if these sentences are true (T) or false (F):

- | | | |
|--|--------------------------|-----|
| (a) There are now fewer manufacturing jobs for both men and women. | <input type="checkbox"/> | T/F |
| (b) There are more service industry jobs for men than for women. | <input type="checkbox"/> | |

2 Has the world of work changed in your country in the same way as it has in Britain?



UK: More service industries, less manufacturing

source: Wilson, K. and Tomalin, M. (2006) *Quick Smart English B1-B2 Intermediate*, London: Brookemead ELT, p. 71.

Complete the 4 Cs analysis by using the bolded elements below.

Interpreting graphs

Work patterns in different industries
country

Describing trends

Work in the UK and own

Concepts

Subject concepts: _____

Subject skills: _____

Communication

Making comparisons

Cognition

Remembering and classifying types of work

Analysing data in a graph; evaluating interpretations of a graph; comparing industry in two countries

Culture