

Community / Culture

Understanding ourselves and others makes the process of communication with foreign people more effective

Content

This refers to the subject aims

The 5 C's

Competence

This refers to the learning outcomes of the lesson – What can the learners do at the end of the lesson?

Communication

This refers to the language that learners need to produce in both oral and written form

Cognition

CLIL promotes cognitive or thinking skills which challenge learners

Learner Differences

For teachers

Who: we can all benefit from reflecting

When: take a few moments in the day for yourself

Why: identify your inner strengths and weaknesses, so you can do things better in the future

How: take time to consider and find meaning in the work we do

What: learn to recognise the necessary skills for a successful working life

For students

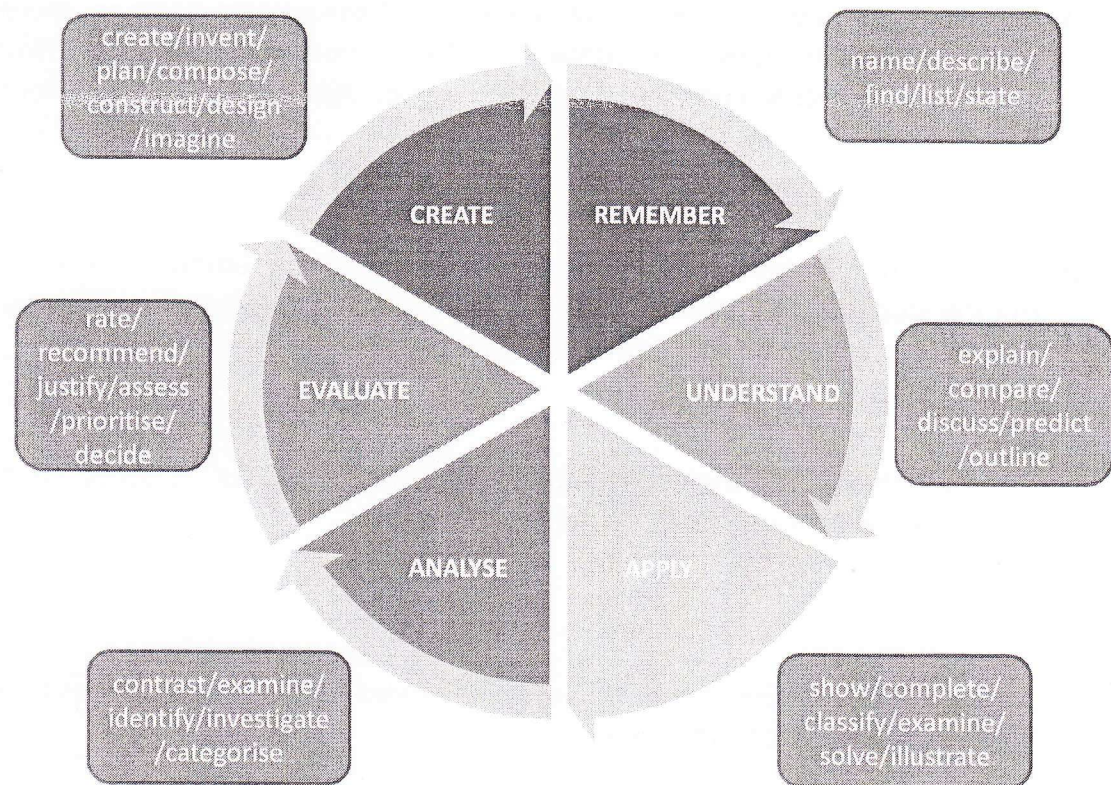
- Reflection teaches students to *organise* their education */own*
- Reflection teaches students to *find* meaning in every course they complete
- Reflection teaches students to *adapt to* different learning conditions *accept*
- Reflection teaches students to *manage* their own learning styles and types of intelligence */manage*
maximise

Students identify *goals*

Students recognise their *assets / achievements / abilities*

Students analyse areas needing *development*

Bloom's Wheel



- a) You want your students to prepare a short talk comparing and contrasting two sports, football and ice hockey. For preparation, you give them a table containing information about both sports, and ask questions to help them understand the information.

For example:

How many players does each team have? Are the sports played inside or outside? What equipment do the players need?

CLIL – tools and applications for teachers working with CLIL

Making texts accessible

How the Teacher can help learners understand texts in L2

Highlight the important content words in which you would like your students to know.

Underline “difficult” vocabulary and grammatical constructions; decide how you can replace these with simpler words and grammar.

Look at the length of the sentences. Can you replace one long sentence with two or three shorter ones?

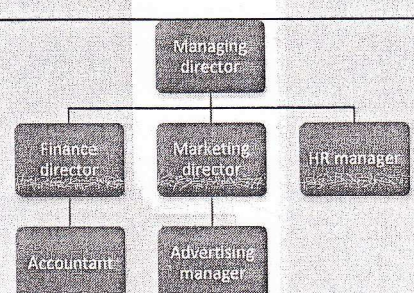
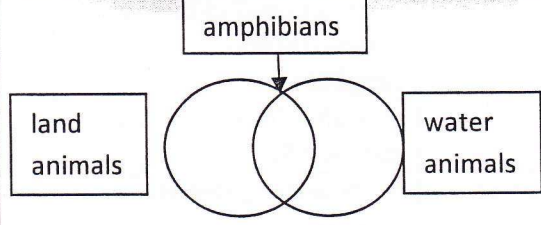
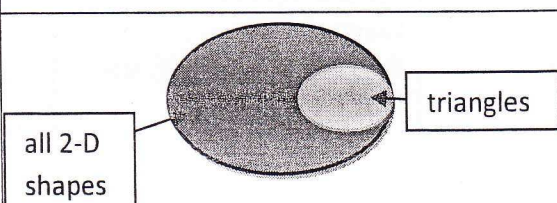
Is it possible to split the text into shorter sections? Choose a short side heading for each section.

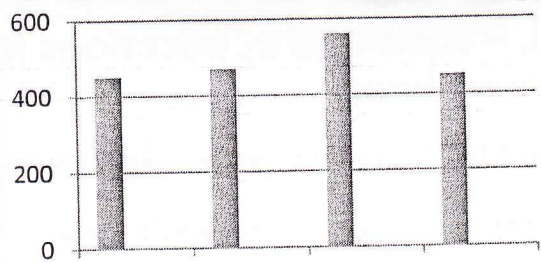
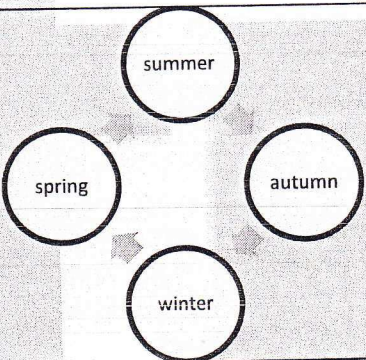
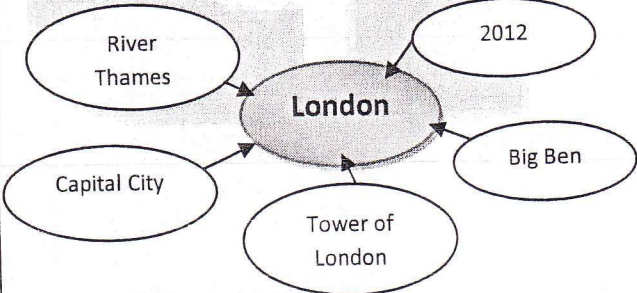
Put the text into bullet points.

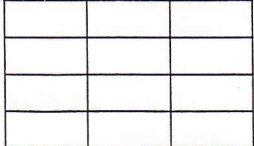
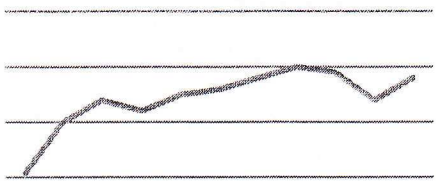

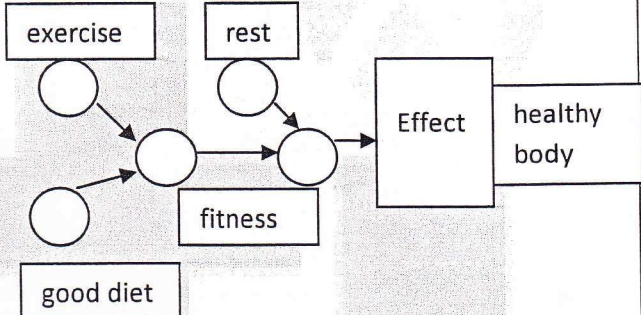
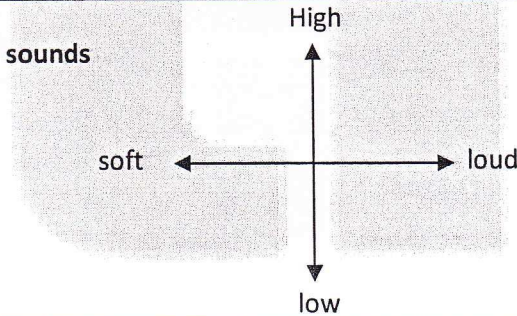
Would an illustration, diagram or map help your students understand the text better? (Use stick figures or an outline sketch if you can't find something suitable ready-made)

Chose a suitable graphic organiser to assist the students in extracting information from the text.

Some graphic organiser

Name	Type of task and examples of language used	Visual organiser
tree diagram	to classify words and show their relationships; often with examples Language under, below, above, at the top, on the same level, an example is	
Venn diagram 1	to show similarities and differences – similarities are in the intersection between the circles; differences are in the parts of the circles which do not intersect Language such as, the same, different	
Venn diagram 2	to show part of a larger group Language subject vocabulary	

bar chart	to show frequency or quantity using rectangles which are the same width, but different heights										
binary key	to divide information into two parts using a series of questions, each of which has only two possible answers Language closed questions	<pre> graph TD A[Is it a mammal?] -- Yes --> B[Can it fly?] A -- No --> C[Can it swim?] </pre>									
Carroll diagram	to sort yes/no information according to two sets of opposite criteria Language for example, such as Subject vocabulary	<table border="1"> <tr> <td></td><td>living</td><td>non-living</td></tr> <tr> <td>natural</td><td>tree</td><td>stone</td></tr> <tr> <td>manufactured</td><td></td><td>computer</td></tr> </table>		living	non-living	natural	tree	stone	manufactured		computer
	living	non-living									
natural	tree	stone									
manufactured		computer									
cycle	to show a series of events which happen again and again in the same order Language then, next, after that, later										
mind map	to show facts and their relationships about specific people, places, objects or events – the information does not need to be in any particular order Language and, also, in addition, as well as, too										
flow diagram or flow chart	to show the order of a process or the order of how decisions are made Language then, next, after that, later, eventually, finally	<pre> graph TD A[Enter X] --> B[Square the number] B --> C[X 5] C --> D[Answer is Y] </pre>									

grid (squares set out in rows and columns)	to show locations of places, e.g. on maps	
line graph	to show a trend or data using x and y axes	
pie chart	to show different amounts or frequencies as parts of a circle	
process/ cause-effect diagram	to show a cause-effect network which leads to a specific outcome or to show a sequence of steps leading to a product Language as a result, because of, therefore so	
quadrants	to show connections between concepts, e.g. a sound can be high and soft, high and loud, low and soft, low and loud; sounds can also vary within these quadrants Language and, but not, quite, not very	

What do I want? What are my goals?

I want my CLIL classroom to be a vibrant, interactive and motivating place.

I want to ensure that learners achieve at least the equivalent academic standards in CLIL as they would in their first language.

I want to access a range of CLIL materials, including authentic materials at the appropriate level.

I want to involve learners (and their parents or carers), colleagues and administrators in this innovation so that it will become part of the regular curriculum.

I want to be part of a CLIL teaching and learning community where we can share ideas and resources

I want to motivate learners to use the CLIL language in a range of different ways (e.g. for learning, for chatting, for organizing their learning, for conducting out-of-classroom work, for written project work.)

I want learners to learn confidently in the target language - this means they will be willing to talk.

I want the theme of the CLIL unit to challenge learners and help them acquire new knowledge, skills and understanding.

I want learners to benefit from CLIL by developing wider intercultural understanding through using language to learn.

Graphic Organisers

Visual ways of showing information are not an i n n o v a t i o n in Education – they have often been used before. g r a p h s and charts can display numerical data such as s t a t i s t i c a l information, and t i m e - l i n e s can show the s e q u e n c e of historical events, putting them in order for students to see easily.

In language teaching, the mind map is popular for b r a i n s t o r m i n g words about a particular topic. These t o o l s have been used for a long time.

To some extent, all learners are v i s u a l learners. In the CLIL approach, the focus is on p r o c e s s (how things are done) rather than product (the end result), and the development of o r g a n i s a t i o n a l skills (planning, time management, and putting things in the right place) and t h i n k i n g skills (cognition), is important.

For this reason, visual tools such as g r a p h i c organisers are being used more and more.

✓ graphic (adj)

✓ innovation (n)

✓ graphs (n pl)

✓ process (n)

✓ visual (adj)

✓ organisational (adj)

✓ thinking (n)

✓ sequence (n)

✓ time-lines (n pl)

✓ brainstorming (n)

✓ statistical (adj)

✓ tools (n pl)