

Szkoła Podstawowa nr 5 im. Marii Konopnickiej w Ełku

„Aktywny nauczyciel – lepsza przyszłość”

Ponadnarodowa mobilność kadry edukacji szkolnej
Program Operacyjny Wiedza Edukacja Rozwój



What is CLIL?

Content and Language Integrated Learning

‘It is a dual focused educational approach in which an additional language is used for the teaching and learning of both the content and language.’

What is CLIL?

‘That is, in the learning and teaching process, there is a focus not only on content, and not only on language. Each is interwoven even if the emphasis is greater on one or other at a given time.’

‘CLIL is not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both’

(CLIL- Coyle, Hood and Marsh, CUP, 2010)

In essence

Teaching a subject, i.e. content, using another language, e.g. English. Content is the focus not the English. Assessment should mirror this by testing the development of the students' content knowledge.

- It has been taken on board by the European Commission so that students have two languages when they leave school. As such, secondary schools across Europe are being asked to create CLIL lessons and/or syllabus. Encouraged by the EC so expanding.

- Students should have a basic knowledge of English to be in CLIL class, and/or have supporting language lessons if lower level. However, there is no need for proficiency. Students should be able to communicate in English in some way (A2 CEFR and above).

- It requires the subject (content) teacher to alter their usual methodology in order to encourage communication and help students understand lessons. Encouraging communication is common practice in ELT classroom. Subject teachers must alter their methodology to teach CLIL (Use ELT techniques). This requires collaboration between the content and language sectors to create CLIL.

- Teachers need to “scaffold” lessons so the content is learned regardless of their level of English and to encourage the development of English.
- CLIL is a motivational (fun, memorable) and is a learner training strategy as students find out ways to communicate in order to trade and gather information.(students learn to learn).

CLIL teachers must:

- Adapt their methodology to teach content classes in a new way.
- Adapt lesson materials by turning it into English and providing tasks which help students understand the content and communicate in a foreign language in class.
- Reduce Teacher Talk Time (TTT) in class and encourage Students Talking Time (STT).

- Create activities which are more task based, project like, interactive and, as such, learner centred.
- These materials focus more clearly on the role that language plays in the student's understanding of the concepts in the subject.

This means that content teachers begin to think about language and language teachers begin think about the content.

How to bring CLIL into classroom

1. Choose an interesting topic.
2. Choose the target vocabulary.
3. Choose a grammar structure to focus on.
4. Choose a reading text.
5. Create a graphic organizers for your students.
6. Let students use this information creatively.

Videos demonstrating CLIL used in classes

- <https://www.youtube.com/watch?v=dFuCrxRobh0&t=180s>

The structure of a CLIL lesson

A CLIL lesson is made up of three key parts:

- 1) **Concept** - the content you will teach
- 2) **Procedures** - the language skills/cognitive aspects used to teach the concept, e.g. speaking, writing, reading, listening, critical thinking etc.
- 3) **Language** - the grammar and vocabulary used in the lesson (communication).

Activity types in CLIL

A or B?

- Which activity is cognitively more challenging?
- Which is the most appropriate for building knowledge?
- Which offers the most opportunities for language use?
- When and why would you use each activity?

CLIL is a great way of teaching language and content because....

- It is procedure rich. It is challenging and encourages learner autonomy, learner training and critical thinking (EC Competencies)
- Content is learned through memorable activities and tasks because they are communicative and interactive.
- A range of skills and language are used to learn content thus developing the whole student

Zone of Proximal Development

Skills too difficult for a child to master on his/her own, but that can be done with guidance and encouragement from a knowledgeable person.

What is Known

What is not Known

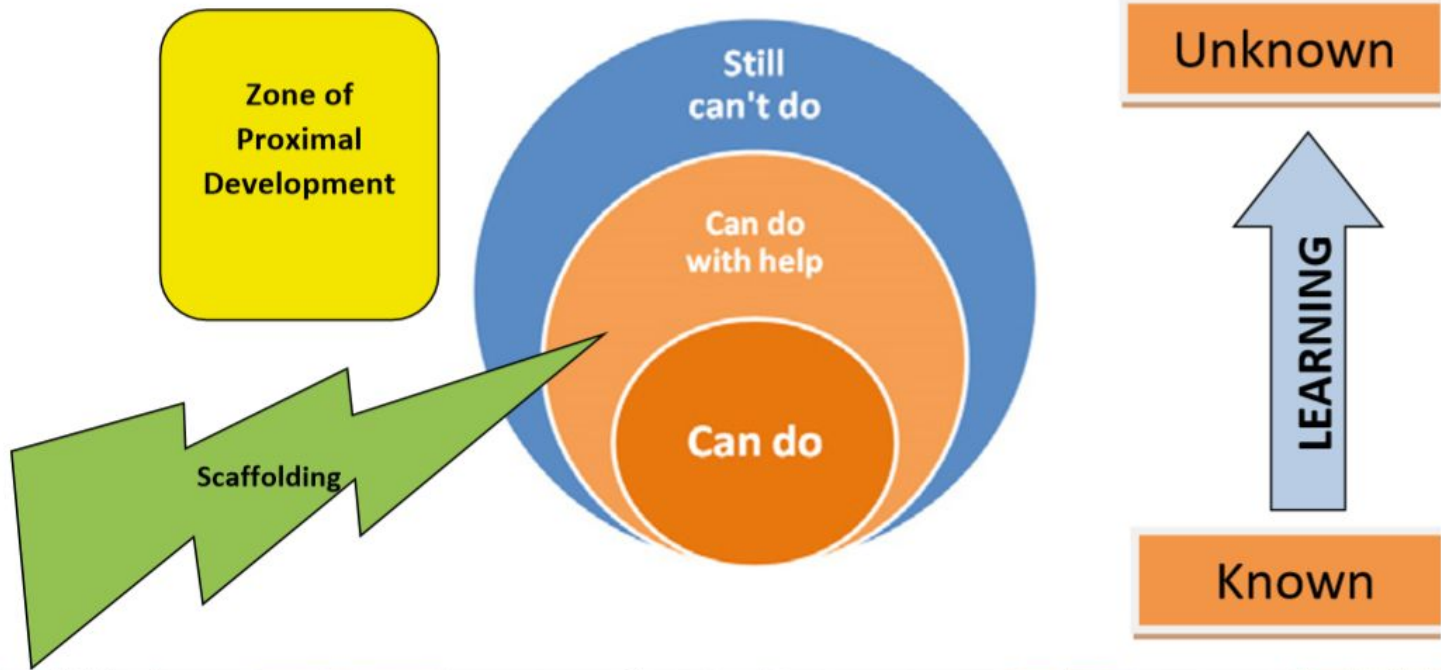


Learning

The zone of proximal development (ZPD) has been defined as:

"the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers"

(Vygotsky, 1978, p. 86).



Scaffolding - provide support for learning giving a helpful hand

- building on a student's existing knowledge, skills, attitudes, interests and experience
- repackaging information in user-friendly ways (use of graphics, manipulatives, etc)
- responding to different learning styles (visual, kinesthetic, verbal...)
- fostering creative and critical thinking (e.g. in problem solving)
- challenging students to take another step forward and not just to coast in comfort (e.g. thinking of a different way of solving a problem)

Tools such as visual representations (e.g., concept maps, t-charts), inclusion of supplementary materials (books, maps, illustrations), and pre-teaching content vocabulary are commonly suggested scaffolding strategies.

Scaffolding has been defined by Wood, Bruner, and Ross (1976) as an “adult controlling those elements of the task that are essentially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence.”

The notion of scaffolding has been linked to the work of Vygotsky. However, Vygotsky never used the term scaffolding (Stone, 1998), but emphasized the role of social interaction as being crucial to cognitive development, so that learning first occurs at the social or interindividual level. Thus, when a child learns with an adult or a more capable peer, the learning occurs within **the child's zone of proximal development** (ZPD). ZPD is defined as the “distance between the child's actual developmental level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance and in collaboration with more capable peers” (Vygotksy, 1978, p. 86).

Enabling the learner to bridge this gap between the actual and the potential depends on the resources or the kind of support that is provided.

Sadhana Puntambekar (Dec 23, 2009). Scaffolding. Retrieved from <http://www.education.com/reference/article/scaffolding/>

Implementing Scaffolding Strategies

A deeper look shows how you can implement a few of the strategies mentioned above into your classroom.

Prior knowledge: A great scaffolding technique is to ask students to share their own personal experiences or knowledge about the topic that they are learning about. Have them try and relate the topic in one way or another to their own lives.

Visual aids: Visual aids like graphic organizers, charts and photographs all serve as wonderful scaffolding tools because they visually represent what the students are learning about. They are essentially the training wheels students use until they can really get a firm grasp on the information.

Pre Teach vocabulary: It is essential to pre teach any new vocabulary before moving on to a new subject. Simply introduce the new words through a photo or picture and put each word into context and relate it to something that students already know. Doing so will keep students interested and ready to tackle the next learning objective.

Scaffolding instruction includes a wide variety of strategies, including: Activating prior knowledge. This strategy reminds of what they have already learned, often through brief reviews. This helps reduce students' anxiety as they move on to new subjects. Offering a motivational context to pique [student interest](#) or curiosity in the subject at hand

Breaking a complex task into easier, more "doable" steps to facilitate student achievement

Showing students an example of the desired outcome before they complete the task

Modeling the thought process for students through "think aloud" talk

Offering hints or partial solutions to problems

Using verbal cues to prompt student answers

Teaching students chants or [mnemonic devices](#) to ease memorization of key facts or procedures

[Facilitating student](#) engagement and participation

Displaying a historical timeline to offer a context for learning

Using graphic organizers (visual aids) to offer a visual framework for assimilating new information

Teaching key vocabulary terms before reading

Guiding the students in making predictions for what they expect will occur in a story, experiment, or other course of action

Asking questions while reading to encourage deeper investigation of concepts

Suggesting possible strategies for the students to use during independent practice

Modeling an activity for the students before they are asked to complete the same or similar activity

Asking students to contribute their own experiences that relate to the subject at hand

**ESSENTIAL ELEMENTS
IN SUPPORTING LANGUAGE
LEARNING IN CONTENT CLASSES**

1. Create a psychologically and physically safe environment

Students must feel free to experiment with the language and not fear making mistakes. Students of all ages need to understand that they, too, must help create an environment where their classmates will feel comfortable - safe from ridicule, sarcasm or physical aggression. This is done through having the class establish rules and through adherence to those classroom rules; by dealing with problems through discussion; by providing positive reinforcement for efforts to communicate constructively; and by encouraging students to analyse and improve their own commentary, verbal and non-verbal reactions and behaviours. Above all, it is paramount to believe that your students will succeed and to demonstrate your faith in them.

2. Consistently use one language

Always strive to use the target language. Initially, when necessary, a student can summarize in the first language what was said in the CLIL language.

3. In the beginning, it is acceptable for students to use the first language

Expect students at the primary level, who are at the start of a programme, to answer initially in their own language. They will often immediately verbalize structures taught to them in the target language; however, do not expect spontaneous self-expression in the target language before the third or fourth month. During these first months, the students are developing their receptive language skills. More and more, they will understand what you say to them, although they will not yet be able to express themselves easily in the target language.

Expect primary students to mix languages during the first half of the year, in particular. Encourage the use of the CLIL language at all times.

4. Speak slowly and articulate clearly

Speak very clearly when introducing new language and structures. However, be careful not to exaggerate words or speak unnaturally slowly. When planning, be aware of the number of new words or structures you are introducing the students to at any one time. They will need to be challenged yet comfortable, not frustrated or overwhelmed.

5. Use an appropriate level of language

Avoid structures that are too complicated for your students, but speak in a grammatically correct manner. In order to keep challenging your students, use a level of language in class that is one step ahead of theirs - enough to make them work at it without making it too hard.

6. Use facial expressions, gestures and pictures to reinforce meaning

Contrary to what is often common practice, have students listen carefully to the new words to try and discover the meaning in the target language before you show the visual aids. This way, the idea registers first in the target language.

7. Repetition is required

Repetition will help students to grasp meaning and create a sense of security.

They will begin to repeat to themselves the new vocabulary as they develop their receptive language skills.

When they become more comfortable with the language, they will begin to repeat the vocabulary out loud and express themselves somewhat more spontaneously. In particular, with younger students, this is where an established routine for the beginning of each day helps.

8. Make it meaningful

The language, themes and content of classroom lessons must be relevant and of interest to the students. Initially, this means focusing on the students themselves, their family, their school and the community. Later on, it can include music, local issues, school events, the environment, problems in the community, community workers, sports, fashion, healthy lifestyles, etc.

Also, by concentrating on solving problems that require critical thinking and co-operation with small groups of peers, students become more engaged and interested in learning. By tapping into the experiences, personal interests and background of the students, and by really challenging them to think, the work students do in school becomes more meaningful, authentic and relevant to their lives.

9. Provide a variety of language models

Students need to hear the CLIL language spoken by different people in different contexts. The language of school does not always suit everyday situations. Invite guests into the classroom and arrange field trips.

Establish a buddy system between classes, pairing each younger student with an older student, and arrange for them to meet once or twice a week. Join international projects or set up a project with a school in another country with students for whom the CLIL language is a second or first language. Create assignments that require students to use native-language resources such as music, video clips, blogs or home pages.

10. Create a wealth of opportunities to use the language

Proactive strategies such as group-work, pair-work and activity centres are more effective than having a class do primarily written exercises, which you then correct by having one student respond at a time. By understanding the students' current state of knowledge and their attitudes, by taking into account different learning styles, you can develop programmes and activities that meet a variety of their needs.

Ideas, lessons and activities must be presented within contexts that are relevant to the students. Students will learn the language by using it. Peer co-operative work (pair and groupwork) that is focused on problem-solving activities can be particularly useful. This provides them with opportunities to develop collaborative skills and to gain confidence in presenting their own ideas and opinions to their peers.

11. Communication is of primary importance

It is more important for students to communicate than to worry about having perfect grammar. A student should receive positive reinforcement for speaking, and for speaking correctly. The teacher can model the right word or phrase, or correctly recast a faulty sentence.

12. Create a wide variety of opportunities to develop all four language skills - listening, speaking, reading and writing

Each language skill reinforces the other. Look for opportunities to combine all four skills into one activity or a series of activities. For example, if you are discussing globalization, first have the students write down some of their own thoughts about the pros and cons of globalization. In pairs, each student could read what the other wrote. The two students can then combine their answers into one written statement.

They can practise presenting their conclusions. One pair then presents to another pair. The two pairs discuss their differences and try to establish one common text.

13. Work systematically to build equal status for languages used in the school

All languages learnt and used in the school deserve equal attention. For example, opportunities should be taken to make announcements in the languages of the school. Student assemblies could include performances in the CLIL language. You can model the value of the CLIL language by speaking to students and colleagues outside the classroom in the halls or cafeteria. Sheltered opportunities for communication with peers from abroad, who speak the CLIL language, and with non-CLIL students can help students understand the benefits of language learning. Most students perceive international communication to be exciting. Languages can further be brought into the school ethos by creating opportunities for bringing various languages, including the students' native language(s), into the school during assemblies and fairs.

14. Set high, but realistic expectations

Do not underestimate what your students or you can do. Have high, but realistic expectations. At the same time, students need to see those high expectations as attainable and fair. Also, search for the negative expectations that you have about students and work to replace them with positive expectations. Above all, expect effort and dialogue from your students about the learning process. If students are having trouble meeting expectations, build scaffolds to support them in their efforts. High expectations help to reinforce the meaningful nature of school: they help students to concentrate on learning and to behave better. They lead to greater achievement.

For example, if students are writing letters to a politician, they would be expected to use the appropriate level of language and to make realistic proposals for solving an issue of concern. This may involve providing them with a general structure for the letter and typical discourse patterns. However, students would also be expected to polish language and style, as well as analyse the extent to which their proposals are logical and realistic.

15. Find ways of recognizing student effort and success

Reward effort. Also, reward co-operation, peer teaching, self-reliance, analysis of the learning process, task completion, progress in meeting planned outcomes, as well as achievement in all subject areas. Every student needs well chosen moments in the limelight. Avoid constantly saying well done - the big pitfall of empty praise. Effective recognition is specific and consists of both analysis and some form of public recognition. Give students an opportunity to speak about how they achieved their result. Listening equates with recognition. Display student work in the classroom and hallways. Exhibit project work in the library. Invite someone to see and comment on the work. Separate praise from advice about how to move forward. The easiest way to do this is by banishing the word but. For example, skip the second half of the following sentence. The graphs you used and the repetition of key messages helped make the presentation a real success, but you have to be careful not to get carried away with the repetition. The word but cancels out the reinforcement.

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CLIL activities and games

- Gallery walk
- Mutual dictation
- Chat line
- Back to the board
- Banana game
- Ladders
- Cuisenaire Rods story
- Echoing
- Blended learning

Videos demonstrating CLIL used in classes

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