Skills and methods to make CLIL a success
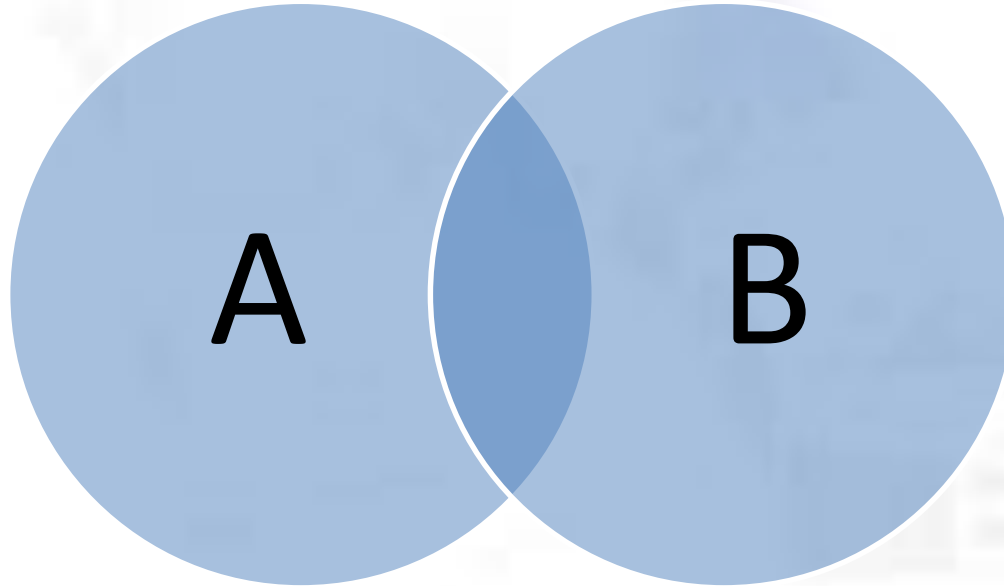
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What do you have in common?

We both …

However, unlike …

A   B

- Work
- Family
- Travel
- Food
- Music
- Freetime
  ???

Key themes of CLIL:

- focus on content and competences
- centrality of thinking skills
- more critical appreciation of 'communication'
- role of visual organisers
- enhancing teacher teamworking

Brainstorming CLIL

Work together: Create a K W L chart that shows
what you
 – know
 – want to know
about CLIL

KWL chart

What I know	What I want to know	?
1 2	1	

CLIL is …

"… A dual-focused, learning and teaching approach in which a non-language subject is taught through a foreign language, with the dual focus being on acquiring subject knowledge and competences as well as competences in the foreign language."

Georgiou, S. 2012. Reviewing the puzzle of CLIL. ELT Journal 66/4

CLIL Video (Primary)

- https://www.youtube.com/watch?v=dFuCrxRobh0

- How motivated are the pupils?

- What visuals are used?

- Is the language an issue?

- How successful is the focus on content?

- How similar to when you were at school?

CLIL in primary:Pupils

- learn content (= concepts, competences via visuals)

+ planning skills

+ IT skills

+ problem-solving skills

+ groupwork skills

+ English

Focus on visuals (secondary)

You've applied for one of the 10 Most Exciting Summer Jobs Program's highlights: working as a hurricane co-pilot/tornado hunter. To get the job you have to hand in a short video of yourself, you will be interviewed, you will have to show that you know how to read and interpret climate charts and satellite images, and that you know your natural hazards inside out.

Team A will prepare for the interview conducted by team B. The interviews will be recorded and analysed. Then you will switch roles.

Meyer, O. 'Towards quality-CLIL: successful planning and teaching strategies' Puls 2010, 33. 11-29

	History	IT	Music	Craft	Geography
History	■	✓	✓	✓	✓
IT		■			
Music			■		
Craft				■	
Geography					■

Students do research for a presentation on which types of instruments are most common in a country, what materials they are made from, when they first appeared, and what sort of music they are used in today.

	History	IT	Maths	Craft	Geography
History	■				
IT	✓	■	✓	✓	✓
Music			■		
Maths				■	
Geography					■

Students look at the household objects made in centuries before machine/computers in different countries and evaluate the time and energy involved, then document changes to evaluate the most significant improvements

CLIL benefits for learners

1 creates conditions for naturalistic language learning

2 provides a purpose for classroom language use

3 has positive effect on language learning through focus on meaning rather than form

4 drastically increases exposure to the target language

Dalton-Puffer, C. 2007. Discourse in CLIL Classrooms. New York: Benjamins

Key CLIL concepts

- The 4 C's: Content, Cognition, Communication, Culture

- LOTS and HOTS

- Visual/Graphic organisers to scaffold learning

Content

Subject knowledge PLUS:

- Language of subject topics
- Language of subject processes
- Intercultural awareness

Content-based knowledge is not isolated from linguistic competences = *subject literacy*
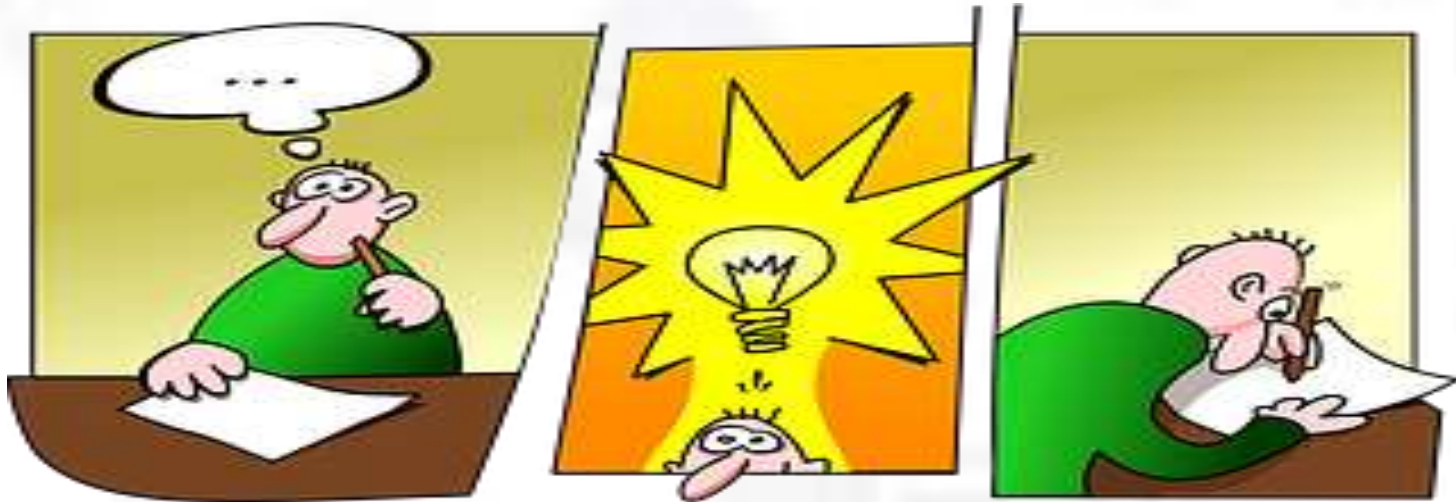
CLIL training - Jon Wright
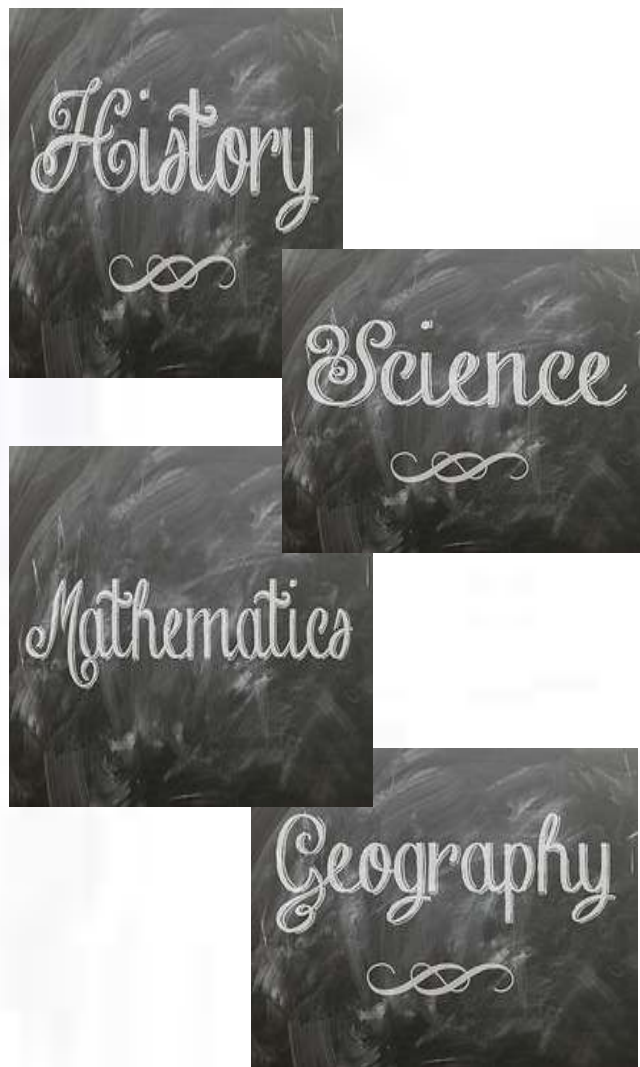
Learning vs DOing

At school, did you ...

- read about history or DO history?

- learn geography or DO geography?

- learn sciences or learn to THINK scientifically?

- learn about other cultures or learn to UNDERSTAND other cultures?

Cognition

Engaging learners through higher order thinking, problem solving and knowledge processing

LOTS vs HOTS

ORIGINAL TAXONOMY (1956) ---> REVISED TAXONOMY (2001)
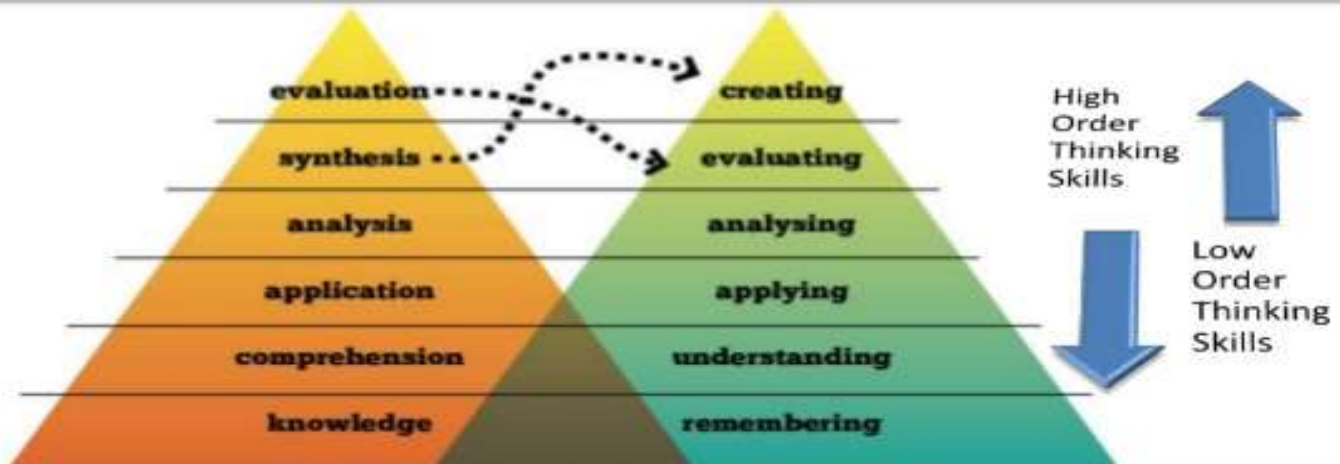
Original Taxonomy:
- Knowledge
- Comprehension
- Analysis
- Application
- Synthesis
- Evaluation

Revised Taxonomy:
- Remember (I know)
- Understand (I comprehend)
- Apply (I can use it)
- Analyze (I can be logical)
- Evaluate (I can judge)
- Create (I can plan)

http://www.slideshare.net/jam18/blooms-taxonomy-complete-25087750

LOTS vs HOTS

'Of the approximately 80,000 questions asked on average annually by teachers, 80 per cent are at the lowest level of thinking – factual knowledge.'

Gall 1984; Watson/Young 1986 in Mehisto et al. 2008 In Oliver Meyer: Towards quality-CLIL: successful planning and teaching strategies

Why is teaching EFL like a pizza?

Did you have these ideas?
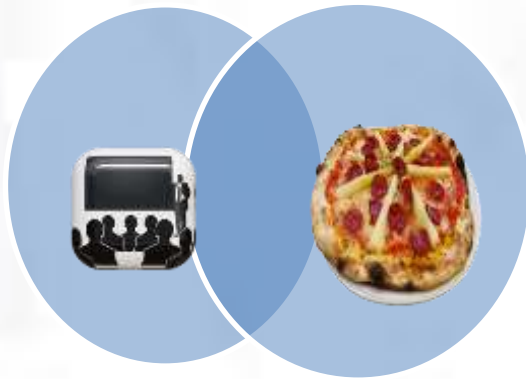
It's lovely

Doesn't suit everyone

Different sorts

Popular

International

Various ingredients

Looks good

Can go off

Needs preparation
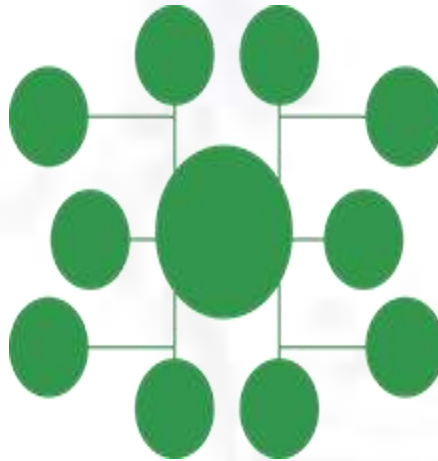
Practice makes perfect

Communication

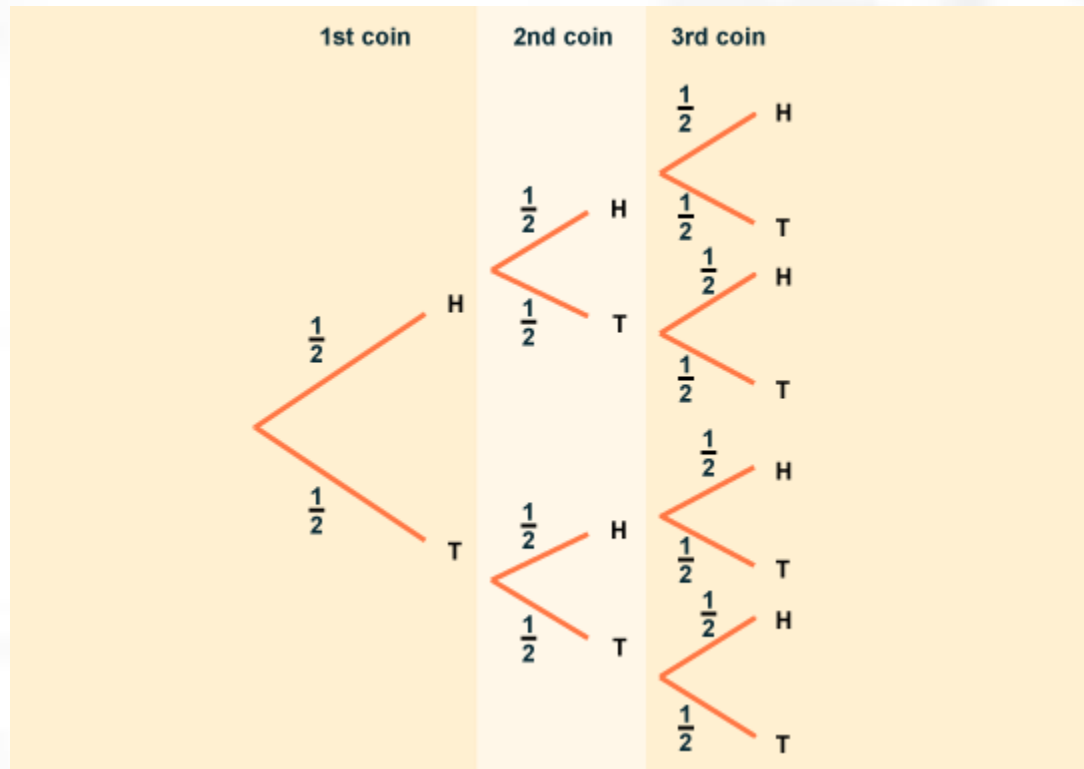'Learning to use language and using language to learn'

Using language:

- to learn and mediate ideas and values

- to construct new skills

- to make personal meanings that matter
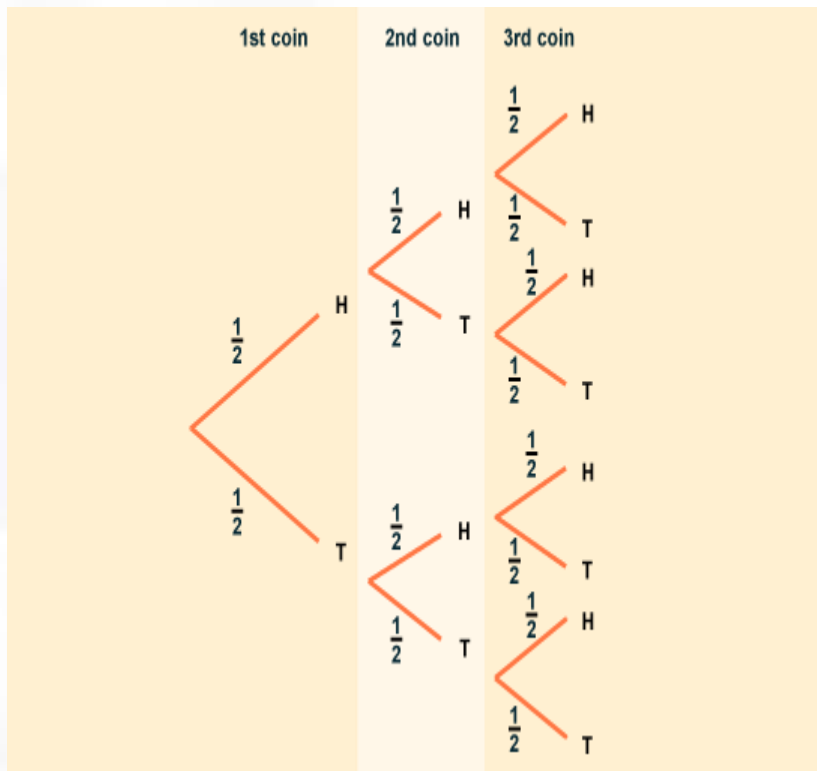
= Face-to-face and multi-media literacies

Visual/Graphic organisers
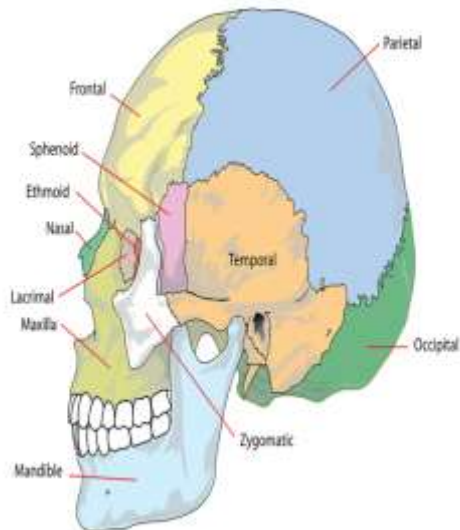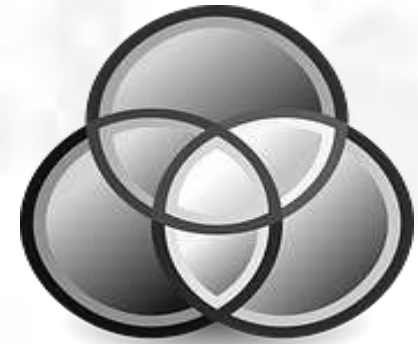
Probability experiment

Make learning visual: Tree diagrams

1st coin	2nd coin	3rd coin

What could a tree diagram look like for …

Holidays

Animals

Sports

Government

Visual organisers: summary

- Easy to understand = boost confidence
- Provide clear guidelines
- Memorable
- Communicative
- Personalisable
- Creative
- Can be tied to key structures
- Flexible
- Ideal homework
 … And fun!

CLIL teaching skills mix

Content-based/-driven instruction

Task-based Learning

Discovery learning

Competence-based instruction

Communicative Approach

What can you add to L?

What I know ...	What I want to know	What I have learnt

That's it!

Thanks for coming today.

Feel free to link on LinkedIn

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