

IRYNA KAZYMIR



**KEEP
CALM
AND
ENJOY
CLIL**

УДК 373.016:811.111(075)

ББК 81.432.1я72

К14

Рецензенти:

Н.Г. Єсипенко – доктор філологічних наук, професор, завідувач кафедри англійської мови Чернівецького національного університету імені Івана Огієнка.

О.В. Галайбіда – кандидат філологічних наук, доцент, доцент кафедри англійської мови Кам'янець-Подільського національного університету імені Івана Огієнка.

О.М. Мельник - кандидат філологічних наук, доцент, доцент кафедри іноземних мов гуманітарних спеціальностей Волинський державний університет імені Лесі Українки.

Казимір І.С. Keep calm and enjoy CLIL: навчально-методичний посібник, Кам'янець-Подільський: ПП Ящишин Ю.І., 2024. 80 с.

Навчально-методичний посібник містить теоретико-практичні аспекти новітньої методики предметно-мовного інтегрованого навчання, пропонуючи новітню дидактичну методику із залученням контекстно-мовного інтегративного навчання. Висвітлені теоретико-методологічні теми покликані: ознайомити здобувачів вищої освіти із методикою навчання CLIL, типами завдань, критеріями їх оцінювання, методами та технологіями; сформувати вміння ефективно та творчо використовувати прийоми, засоби та форми навчання на практиці.

Матеріал подано у вигляді лекцій та семінарських занять. Глосарій містить ключові поняття в межах методики CLIL.

Відповідно до вимог програми вибіркової навчальної дисципліни “Предметно-мовне інтегроване навчання” навчально-методичний посібник призначений для здобувачів вищої освіти філологічних спеціальностей денної та заочної форм навчання.

УДК 373.016:811.111(075)

ББК 81.432.1я72

К14

Затверджено до друку рішенням Вченої ради
Кам'янець-Подільського національного університету

CONTENTS

PREFACE

PART 1. LECTURES

UNIT 1-2

UNIT 3

UNIT 4-5

UNIT 6

UNIT 7

UNIT 8

TEST

GLOSSARY

LITERATURE

PREFACE

We live in a time of innovation, and new ways of living and working. This often involves changing the way we do things. Across our societies we can see **integration** replacing **fragmentation**. This process is creating fusion between sectors that may have been quite separate in the past.

CLIL is one of the example of this process. It enables educators to move away from fragmentation, whereby we handle subjects as separate areas. We have known for a long time that teaching languages and other subjects separate from one another, in a vacuum, does not produce optimal outcomes. CLIL provides the opportunity to go a step further. It creates fusion between content and language across subjects and encourages independent and co-operative learning, while building common purpose and forums for lifelong development. This provides significant added value for language learning.

We are aimed at designing CLIL activities to help you in your professional development and to provide practical ideas and background on integrating language and content. This book gives an overview of CLIL theory and some practical applications. Many of the ideas and principles presented are relevant to primary and higher education.

**KEEP CALM AND BE INTEGRATED
ACROSS SUBJECTS**

UNIT 1-2.

Content and Language Integrated Learning: principles

Outcomes:

- ✓ to know what CLIL is and to understand its aims;
- ✓ to be able to describe the 4Cs of CLIL;
- ✓ to know about the role of language in CLIL;
- ✓ to be able to identify language forms needed for CLIL;

Plan

1. What is CLIL?
2. Key concepts of CLIL.
3. What is the role of language in CLIL?
4. Which grammatical structures are relevant for CLIL?

There are many different types of **CLIL programmes** around the world, ranging from full immersion to short 20–30-minute **subject lessons** in the **target language**. Subjects may be taught by subject specialists or by language teachers. In some countries classroom assistants support the learners too. There are also contexts where CLIL is used to integrate learners (often from minority language groups) into mainstream classes.

CLIL is an **approach** or **method** which integrates the teaching of content from the **curriculum** with the teaching of a non-native language. It is increasingly important in our global, technological society, where knowledge of another language helps **learners** to develop skills in their first or home language and also helps them develop skills to communicate ideas about science, arts and technology to people around the world.

It gives learners a different learning experience compared with most foreign language teaching because in a CLIL classroom, the curricular subject

and new language are taught together. Thinking and learning skills are integrated too. CLIL can involve many methodologies from both subject and language teaching, so CLIL presents new challenges for teachers and learners.

CLIL teachers can be subject teachers, language teachers, primary classroom teachers or classroom assistants. Different teachers have different challenges:

- ✓ language teachers need to learn more about subject content; subject teachers need
- ✓ to learn about the language needed for their subjects.

In some programmes, there is cooperation between subject and language teachers. CLIL learners in schools are between three and eighteen years old and start CLIL at different ages. Others may be in vocational or academic study.

What are the benefits of CLIL?

It develops confident learners, enhances academic cognitive processes and communication skills, and encourages inter-cultural understanding and community values. In addition, research shows that learners become more sensitive to vocabulary and ideas presented in their first language as well as in the target language and they gain more extensive and varied vocabulary. Learners reach proficiency levels in all four skills of listening, speaking, reading and writing far beyond what is expected in other English programmes for young learners. This success is shown in ICT skills too.

In secondary schools, research indicates that effects are beneficial, and that: 'CLIL leads to better English proficiency, that it has no negative effect on L1 proficiency, nor on the pupils' subject knowledge and that it 'induces the learner to be more cognitively active during the learning process. The global need for language learning, particularly for English, has created a demand for new ways of teaching languages.

CLIL is a flexible and effective approach which is being used to respond to this need. Many teachers of curricular subjects are finding they can develop professionally by adding CLIL to their range of skills.

In addition, research shows that learners become more sensitive to vocabulary and ideas presented in their first language as well as in the target language and they gain more extensive and varied vocabulary. Learners reach proficiency levels in all four skills of listening, speaking, reading and writing far beyond what is expected in other English programmes for young learners.

This success is shown in ICT skills too. In secondary schools, research indicates that effects are beneficial, and that: CLIL leads to better English proficiency, that it has no negative effect on L1 proficiency, nor on the pupils subject knowledge; and that it induces the learner to be more cognitively active during the learning process.

The global need for language learning, particularly for English, has created a demand for new ways of teaching languages. CLIL is a flexible and effective approach which is being used to respond to this need. Many teachers of curricular subjects are finding they can develop professionally by adding CLIL to their range of skills.

CLIL aims to:

- ✓ introduce learners to new concepts through studying the curriculum in a non-native language;
- ✓ improve learners' production of the language of curricular subjects;
- ✓ improve learners' performance in both curricular subjects and the target language;
- ✓ increase learners' confidence in the target language and the L1;
- ✓ provide materials which develop thinking skills from the start;
- ✓ encourage stronger links with values of community and citizenship;
- ✓ make the curricular subject the main focus of classroom materials.

Most learners who start CLIL in primary schools are, by the time they finish primary education: more confident using the target language as well as their L1; more sensitive to vocabulary and ideas presented in the target language and in the L1; they have a more extensive and varied vocabulary; they reach higher levels of English than those reached in ELT courses. In secondary schools, CLIL usually leads to better language

proficiency and has positive effects on L1 proficiency. In addition, learners' subject knowledge is about the same as if taught in L1. Brain research shows that in CLIL, learners are more cognitively active during the learning process.

Ideas for an Optimal CLIL Approach

CLIL can be an incredibly enriching and empowering instructional model. However, achieving meaningful outcomes requires commitment to practices that strike the right equilibrium between language and content.

The CLIL approach has gained popularity in language teaching as it offers various benefits to both language learners and educators. Here are some of the key benefits of using the CLIL lessons in language teaching:

1. **Improved language proficiency:** CLIL allows students to learn a second language in a meaningful context by using it to acquire knowledge in other subject areas. This approach can lead to better language proficiency compared to traditional language instruction methods.
2. **Authentic language use:** CLIL exposes students to authentic, real-world language usage. They encounter and use language in practical contexts, which can make language learning more engaging and improve their communication skills.
3. **Increased student motivation:** Learning subjects in a foreign language can be motivating for students as they see a clear purpose for

new language acquisition. It can foster a genuine interest in the language and the content being taught.

4. **Enhanced cognitive skills:** CLIL encourages the development of cognitive skills such as critical thinking, problem-solving, and analytical reasoning as students engage with complex content in a second language.
5. **Cultural awareness:** CLIL lessons often include cultural aspects related to the language being taught, helping students gain a broader understanding of the culture, customs, and perspectives of native speakers of the language.
6. **Transferable skills:** Students acquire skills and knowledge in both the target language and the subject matter, which can be applied in real-life including various academic and professional contexts.
7. **Preparation for multilingualism:** CLIL can prepare students for a multilingual world by equipping them with the ability to use multiple languages for communication and learning.
8. **Improved academic performance:** Research suggests that CLIL students often perform well academically in both language and content subjects, demonstrating the effectiveness of this approach.
9. **Global competence:** CLIL can help students develop a global perspective and become more culturally sensitive and aware, which is increasingly important in our interconnected world.
10. **Teacher collaboration:** CLIL encourages collaboration between language and subject teachers, fostering a cooperative approach to education and professional development as well.

11. Teacher professional development: Language educators who implement the CLIL approach often need to expand their skills and knowledge, leading to continuous professional development and growth opportunities.

12. Flexible teaching strategy: CLIL can be adapted to various educational levels, from primary schools to universities, and can be used with different languages and content areas.

In summary, the CLIL approach offers a holistic and immersive way for students to learn a second language while acquiring knowledge in other subject areas.

What is Hard (or Strong) CLIL?

This is CLIL where the teaching and learning is focused primarily on the subject content and so is content-driven. This means that the subject content is given primary focus, this applies to both content and the administrative implications. For example, a school that uses total immersion – where the academic (and possibly social) medium is in the new language – would operate under a strong version of CLIL and favour subject concepts and skills in the language being taught.

What is Soft (or Weak) CLIL?

The soft version of CLIL is one in which the teaching and learning is focused primarily on language and so is language-driven. A language-driven approach means foreign language classes using more content than is typical of

such programmes, or using didactic units which make greater use of subject-based content. The language-driven approach has language learning as its basic objective.

Soft CLIL is often applied in young learner (primary school) classrooms and is mostly about **teaching words and vocabulary in a foreign language** i.e., getting students familiar with a second language by providing some limited exposure, while still teaching primarily in the mother tongue. Soft CLIL is appropriate for lower proficiency levels such as beginning and elementary.

Hard CLIL means that an entire course is taught in a foreign language and learners need to be at an intermediate or above proficiency level and already be quite autonomous in the second language. In a course where everything is in a foreign language, learners need to be confident in the second language and have some substantial experience studying it already.

What is Mid (or Comfortable) CLIL?

The mid (or ‘comfortable’) version of CLIL is one where lesson subjects, or parts of subjects, are taught via a foreign language with dual-focused aims, and where learning is a combination of both language and content.

Fusion can be found throughout the world. The information and communication sectors are integrating technologies in direct response to social demand. Fusion has become a fact of life. The fusion in CLIL has emerged to help people build integrated knowledge and skills for this increasingly integrated world.

In short, **CLIL – a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.**

Content and Language Integrated Learning (CLIL) is a relatively innovative educational approach in European school education which combines learning content with learning a foreign (or additional) language, focusing on

learning both at the same time. The foreign language is acquired through **subject-related contents** provided in such a way to encourage learning. Special attention is paid to the learning skills, as they are pivotal for an efficient linguistic and communicative learning. One further important aspect of the CLIL approach is that it impacts on the way students think and their cognitive skills, helping to broaden their conceptual mapping.

What are the 4 Cs of CLIL?

CLIL is sometimes referred to as having ‘4 Cs’ as components: content, communication, cognition and culture (Coyle, 2007; Coyle, Hood and Marsh, 2010). This is a useful description because the integration of content, communication, cognition and culture is one way to define teaching aims and learning outcomes. The fourth C, culture, is also referred to as citizenship or community. The 4 Cs are connected.

□ Content

The curricular subjects taught in CLIL include art, citizenship, classics, design and technology (DT), economics, environmental studies, geography, history, information and communication technology (ICT), literacy, mathematics, music, physical education (PE), philosophy, politics, religious studies (RE), science, social science and technology. Some CLIL programmes develop cross-curricular links among different subjects. For example, learners might study the history, geography and art of a particular area.

This often happens in primary schools. In all CLIL contexts, we need to analyse content for its language demands and to present content in an understandable way.

□ Communication

Learners have to produce subject language in both oral and written forms. We therefore need to encourage learners to participate in meaningful interaction in the classroom. CLIL aims to increase **STT** (student talking time) and reduce

TTT (teacher talking time). We should also encourage self-evaluation and peer and group *feedback*. When learners produce the target language while studying curricular subjects, they show that subject knowledge and language skills are integrated. ‘By using the language for learning content, communication becomes meaningful because language is a tool for communication, not an end in itself’ (Pérez-Vidal, 2009).

□ **Cognition**

CLIL promotes cognitive or thinking skills which challenge learners. We need to develop learners’ cognitive skills so they can study subjects from the curriculum. These skills include reasoning, creative thinking and evaluating. ‘Good CLIL practice is driven by cognition’ (Mehisto, Marsh, Frigols, 2008). We also need to analyse thinking processes for their language demands and to teach learners the language they need to express their thoughts and ideas.

□ **Culture**

The role of culture, understanding ourselves and other cultures, is an important part of CLIL. ‘Culture is at the core of CLIL’ (Coyle, 2007). Learners sometimes need to communicate in a non-native language with new arrivals who may have different home languages as well as different social and cultural backgrounds. Learners need knowledge of those who live in other regions or countries. CLIL gives us opportunities to introduce a wide range of cultural contexts. We want to develop learners who have positive attitudes and who become aware of the responsibilities of global as well as local citizenship. Inside the classroom, we should value different home languages. Beyond the classroom, we can make links with partnership schools and make use of the Internet to communicate with learners across the world about, for example, local environmental projects.

Key concepts and the CLIL classroom

A researcher in bilingual education, Jim Cummins, described **BICS** and **CALP**.

□ **BICS** (Basic Interpersonal Communicative Skills)

These are skills needed for social, conversational situations. Research with immigrant learners in Canada (Cummins, 2001) showed that most achieved BICS after two to three years of education in the target language. Language learning is contextualised and supported by teachers and resources. Tasks associated with BICS are often less cognitively demanding. Examples of less demanding tasks are: repeating greetings and matching cards with words and pictures.

□ **CALP** (Cognitive Academic Language Proficiency)

According to Cummins and other researchers, it takes learners at least five years to achieve CALP, which is a level required for academic school study. Language used in subject teaching is often abstract and formal and therefore it is cognitively demanding. Teachers need to recognise when learners should move from BICS towards CALP and provide support. Examples of the use of cognitively demanding language are: justifying opinions, making hypotheses and interpreting evidence.

TEST

For questions 1–6, choose the best option (A, B or C) to complete each statement about CLIL.

1 CLIL is:

A about learning a new language quickly.

B a method for thinking in English.

C an approach with many different methodologies.

2. Communication in CLIL aims to:

A develop skills to express ideas in curricular subjects.

B increase the use of TTT across the curriculum.

C encourage listening skills in cross-curricular work.

3. One of CLIL's aims is to:

A improve the LI.

B increase learners' confidence in using grammar.

C provide cognitive development for learners.

4. In the CLIL classroom, BICS helps learners:

A use ICT across the curriculum.

B develop basic conversational language.

C improve their thinking skills.

5. In the CLIL classroom, CALP helps learners:

A communicate in everyday situations.

B develop thinking skills for studying subjects.

C do tasks such as copying and repeating new subject language.

6. Studying curricular subjects in CLIL helps learners:

A develop better pronunciation for all subjects.

B improve their reading and writing skills during all lessons.

C understand new subject knowledge and language together.

What is the role of language in CLIL?

CLIL teachers and learners need knowledge of the language of their curricular subject. Learners need to know the **content-obligatory language**. This is the vocabulary, grammatical **structures** and functional language for specific subjects. Learners require this language to be able to understand the subject and communicate ideas.

For example, in geography learners need to know map vocabulary and how to interpret evidence shown on a map. Learners also need to know the everyday, less formal language which is used in our subjects. They may already know how to use grammatical structures which they can produce when studying curricular subjects. Learners have usually learned this language in English

lessons. For example, in a map-reading lesson learners might use basic verbs such as ‘goes’ and ‘travels’ to describe the route of a river. They may also use a conditional form to describe cause and effect.

CLIL gives learners opportunities to develop linguistic abilities during lessons, and this includes acquisition of vocabulary and grammar. However, the focus of a CLIL lesson is on understanding subject content, not on grammatical structures. Research in CLIL classrooms shows that most teachers do not teach grammar during content teaching because content and language are integrated. As vocabulary and grammar are interdependent, it is useful to focus on them as **chunks** rather than separately.

What language knowledge do CLIL teachers and learners need?

1. Vocabulary

Learners have to understand and produce a large amount of subject-specific vocabulary.

Group 1 circle circumference diameter

Group 2 centre number size
--

Group 3 about across many

Group 4 sharp rise dramatic fall

We can see that some words are easier to understand than others but learners need to know all of the groups to be able to answer maths questions or to follow instructions.

Group 1: content-obligatory or subject-specific vocabulary for talking about the technical names for the parts of a circle

Group 2: content-compatible or general vocabulary used in maths and sometimes used in everyday situations

Group 3: high and medium frequency words or the most often used vocabulary in general English and also used in curriculum subjects

Group 4: collocations (ways words are combined) used in specific combinations when we present curricular concepts, e.g. *The graph shows a sharp rise in the value of x*. The same groups of vocabulary are found in different CLIL subjects. There is also academic vocabulary which we can find in all subjects. Examples of this vocabulary are: *create, data, define, identify, interpret, involve, issue, require*.

2. Structures and meaning

We need grammatical structures to communicate subject knowledge. We therefore need to support learners by:

- looking at structures and meaning
- helping them to notice relevant and problematic language structures and their meanings
- providing examples of relevant and problematic structures and explaining their meanings
- correcting use of relevant and problematic forms. (adapted from de Graff, Koopman and Westhoff, 2007)

In order to support learners, we need to be aware of the forms learners will meet in the subject we teach and to be aware of those forms which might be problematic.

Which grammatical structures are relevant?

This depends on the CLIL subject but most grammatical structures are used in all curriculum subjects. There are some grammatical structures which are used in CLIL subjects at the start of the programme of study but which are not taught in traditional ELT classrooms until learners have studied English for

several years. It is also known that the third conditional and passive forms are complex but are needed for CALP (Haslam, Wilkin and Kellet, 2005).

How can we help learners improve their accuracy?

Mistakes in writing are often made with verbs. The table on the next page shows examples of verb forms which are relevant to CLIL learners. Errors are often made because of interference from the learners' L1. If we can analyse the reasons for the errors, we can help learners avoid them.

Verb form	Subject	Example	Meaning
Present	Art	<i>I'm using primary colours in the still life painting.</i>	an action happening now
	Environment	<i>The climate is getting warmer.</i>	a changing situation
	Math	<i>A cube has six faces.</i>	a general truth
	Science	<i>Warm air rises</i>	a process
Past	Economics	<i>Interest rates fell last year.</i>	A finished event
	History	<i>She had ruled for thirty years before the revolution began.</i>	looking back at an earlier past event
	Music	<i>The pianist was playing slowly when the drummer beat the triangle loudly.</i>	an interrupted action
Future	Geography	<i>The erosion of the coast is going to get worse</i>	a prediction from evidence
	Literacy	<i>Who are you playing in the film?</i>	a future activity
	Politics	<i>The constitution will change next year</i>	giving definite information
Modal Verbs	Economics	<i>Some employees can be shareholders.</i>	possibility
	ICT	<i>You could/may/might find a link on this website.</i>	possibility
		<i>Some plastic will /won't</i>	certainty

	Environment	<i>biodegrade.</i>	
	Art	<i>The painting must/can't be Egyptian.</i>	deduction
	PE	<i>We think the result will be a draw.</i>	prediction
	Science	<i>You must wear goggles in the lab.</i>	obligation
	Math	<i>You have to estimate before you do the calculation.</i>	obligation
	Music	<i>You don't have to study music theory.</i>	not necessary recommendation
	Environment	<i>People should recycle paper, glass and organic products.</i>	not necessary recommendation
Conditionals	Math	<i>If you add two odd numbers, the answer is always an even number</i>	general rule
	Music	<i>Nobody will hear the choir if the orchestra plays so loudly.</i>	prediction
	Economics	<i>If interest rates fell, savers would be affected.</i>	hypothesis
	History	<i>If the enemy had been defeated, the country wouldn't have changed.</i>	unreal past situation
Passive Voice	ICT	<i>New software is going to be / will be installed soon.</i>	formal, impersonal
	Literacy	<i>New advertisements are being designed to promote the play.</i>	
	Geography	<i>The rocks were formed as a result of volcanic activity.</i>	
	Economics	<i>An increase in profits has been announced by two global firms.</i>	

Reporting verbs	PE	<i>The coach told/asked/advised the players to change positions.</i>	to report what someone has said
	Environment	<i>They promised/agreed to provide more recycling centres.</i>	
Other verb forms	Art	<i>When you have finished drawing, start painting.</i>	
	Economics	<i>They want to build more offices in the centre.</i>	

Key concepts and □ the CLIL classroom

Teaching language is part of CLIL. Although the main focus is on learners' understanding of subject content, as a CLIL teacher, you can aid the teaching of language by:

- highlighting vocabulary and chunks of vocabulary used in CLIL subjects to help learners build the wide range of vocabulary they will need;
- modelling sentences such as those in the table above to help learners see examples of language they need to produce;
- allowing learners to be more relaxed about using the target language because the focus is on the meaning of curricular concepts;
- correcting learners by recasting language immediately after they make mistakes, particularly with subject-specific vocabulary;
- analysing errors to identify difficulties learners have when producing English. Often mistakes are because of **L1 transfer**. This is when words, phrases and structures are produced as they are used in the first language.

What do you think of these statements written in CLIL articles?

1. *CLIL allows learners to use language in more complex ways.*
2. *CLIL teachers correct content vocabulary and some pronunciation but don't usually correct grammatical errors.*

3. *All learners need specific language teaching at both the early stages and more advanced stages of CLIL programmes.*

4. *CLIL teachers need to plan for the language which is used in their subject.*

TEST

There is one extra option which you do not need to use.

Examples of language	Language forms
1 The new bridge won't be finished until next summer.	Language forms A reporting verb
2 The data will be clearer if you use a spreadsheet.	B modal verb of possibility
3 There might be a weaker exchange rate in the future.	C imperative
4 The conductor explained to the orchestra that the rhythm changed in the second part.	D modal verb of obligation
5 The habitat around the pond is slowly changing.	E present tense
6 To find the perimeter of the rectangle, add the length of the four sides, don't multiply them.	F passive G conditional

UNIT 3

Communication. Cognition. Learning

Outcomes:

- ✓ to know how to encourage communication skills in the CLIL classroom;
- ✓ to be able to identify communicative functions used in CLIL;
- ✓ to know how to describe a range of cognitive skills;
- ✓ to be able to match cognitive skills with activities and with question types;
- ✓ to know why learning skills are important;
- ✓ to be able to identify a range of learning skills used in the classroom.

Plan

1. Communication skills across the curriculum.
2. Cognitive skills across the curriculum.
3. Learning skills across the curriculum.

Learners need to develop communication skills for curricular subjects. They need to express and interpret facts, data, thoughts and feelings, both in writing as well as orally. Communication skills are important for expressing ideas about subject content and to help learners work well together. In some CLIL subjects, communication skills may be given less importance and there are cultural considerations which vary from country to country, from region to region, from school to school. In all contexts, however, interaction is part of learning. The European Commission for Education and Culture states that CLIL should ‘enable pupils to develop language skills which emphasise effective communication ... for real practical purposes’ (Eurydice Survey, 2006).

Key concepts

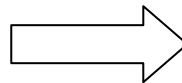
Which communicative functions are needed for CLIL?

To develop communicative competence, or **oracy**, learners in CLIL need communicative *functions* (purposes for speaking or writing) from different subjects. They need examples of these functions to help them communicate their knowledge of the subject content. Some CLIL books provide examples of functions for teachers and learners. Look at the examples from a CLIL coursebook and the communicative functions they express.

Freshwater ecosystems rivers and lakes ...

Marine ecosystems such as the sea ...

Some human activities agriculture ...

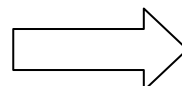


Giving examples

First, food is chewed in the mouth ...

Then this food moves down the ...

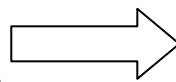
Next it mixes with gastric juices ...



Describing a process

Finally, it leaves the stomach and ...

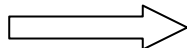
*If there are lots of vibrations, the frequency is high.
If there are few vibrations, the sound has a low pitch.*



Expressing conditions

The population ageing. The birth rate is decreasing.

People are living longer.

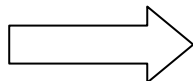


Describing trends in the present

Fish use their fins swim.

Turtles have a shell to protect their body.

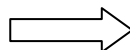
Dolphins surface breathe.



Talking about purpose

Diet is the food which someone normally eats.

Blood vessels are tubes transport blood.



Defining

Other examples of communicative functions used when teaching curricular subjects include:

- ❖ expressing agreement or disagreement;
- ❖ clarifying what has been said;
- ❖ describing cause and effect;
- ❖ explaining an opinion;
- ❖ expressing ideas and opinions;
- ❖ generalising;
- ❖ giving instructions; giving approximate numbers;
- ❖ interpreting data;
- ❖ predicting and justifying predictions;
- ❖ presenting solutions;
- ❖ suggesting.

In some CLIL contexts, use of L1 for communication is a teaching and learning strategy. Use of L1 is not only for translation. It is part of sense making. Use of L1 and the target language by both teachers and learners for specific purposes is described as integrated language or **code switching**. Sometimes we help learners to understand the curriculum content by using bilingual techniques.

Some learners use L1 to justify a point, to explain, to check understanding or to repeat.

Key concepts and the CLIL classroom

We need to plan opportunities for learners to develop their communication skills in different subjects within the classroom, with other classes in the school and with the local or wider community. It is important to increase student talking time (STT) and to reduce teacher talking time (TTT), especially as learners progress through CLIL. We can use *brainstorming* approaches to start or finish a topic of study (noting down what we know about a topic; what we've found out about a topic; what we want to know about a topic).

We can develop meaningful communication in the CLIL classroom by using *open questions* (those with a range of possible answers) rather than *closed questions* (those with a right or wrong answer) and by encouraging learners to:

- cooperate during task discussions
- become **response partners** and give peer feedback using criteria agreed with the teacher
- revisit** (look at previously taught language again) content language and communicate it by discussing answers to questions in pairs
- share ideas with a partner before writing and after writing
- report back on research found on the Internet
- prepare poster or PowerPoint presentations
- take part in role play or debates
- do end-of-lesson feedback.

Before starting communicative tasks we need to:

- make the purpose and outcome of the communication clear to our learners;
- identify ground rules and timing;

- assign group roles, for example:

learner 'A' organises any materials needed

learner 'B' notes any problems (content/language)

learner 'C' checks all are using the target language

learner 'D' reports back to class after the task.

After finishing communicative tasks we need to:

- give reflection time after the talk:

How did we do? How can we improve?

- be aware of progression: from closed talk to exploratory, extended talk.

REFLECTION

Think about these statements about communication in CLIL classes.

1. CLIL learners develop better speaking skills because of the variety of language

presented and used in class.

2. Everything is contextualised ... the language is for a purpose rather than language for the sake of language.

3. CLIL learners are producing a lot more extended language and they can give reasons for their answers.

TEST

For questions 1–6, match the examples of learners' language with the purpose of the communication listed A–G.

There is one extra option which you do not need to use.

Purpose of the communication

A to hypothesise

B to check information

C to define

D to describe location

E to contrast

F to give an example

G to evaluate work

1. You can see the function keys at the top of the keyboard.

- 2 *There are some things an employer can't do, such as employ children of our age.*
3 *I think I need to change the rhythm. It's too slow.*
4 *The sculptures are realistic but the paintings are abstract.*
5 *I know! A pentagon is a 2-D shape which has five sides.*
6 *We think the king would have fought the invaders because he wanted all the power.*

COGNITIVE SKILLS ACROSS CLIL

Cognitive skills or thinking skills are the processes our brains use when we think and learn. Cognitive skills develop from a very young age. Learners progress from **information processing** or *concrete* thinking skills, such as identifying and organizing information (the *what, when, where, which, who* and *how many* questions), to *abstract* thinking, such as reasoning and **hypothesising** (the *why* and *what if* questions). Other examples of thinking skills are:

- **creative thinking** and **synthesis**, for example when we use our knowledge to imagine, to solve problems and to think of new ideas;
- **enquiry skills**, for example when we ask questions and plan how to do research;
- **evaluation skills**, for example when we use criteria to comment on how good our work is.

Learners need to develop a range of cognitive skills as well as language for thinking. As we saw in Unit 1, they need to develop cognitive academic language proficiency (CALP) so they can study curriculum subjects in a non-native language.

Key concepts:

What cognitive skills can you think of? Think about the activities your learners do and which cognitive skills they use.

Look at the examples of cognitive skills in the table below. Read the classroom activities used to develop the cognitive skills and the example

activities from different CLIL subjects. It is important that learners have opportunities to develop these skills.

Cognitive skills	Classroom activities	Example activity
remembering (thinking about things you know)	recall, recite, recognise, relate, spell, tell	Take turns to recite a verse from the poem about autumn (literacy)
identifying (showing a relationship between things)	identify, label, list, locate, match, name	Name three different types of musical instrument you can see in the picture (music)
ordering (putting things in particular places)	order, organise, sequence	Write the dates on the timeline in the order of when they happened (history)
defining (saying what something or someone is)	define, explain, outline, show, translate	What kind of colours did you use to paint the landscape? (art)
comparing and contrasting (finding similarities and differences)	compare, contrast, distinguish, investigate the similarities and differences	Find three similarities and differences between your capital city and one in another continent. (geography)
dividing (separating into smaller groups)	divide, separate, share	I'm going to divide the class into teams of six to play volleyball. (PE)
classifying (putting things into groups according to their features)	classify, categorise, decide which group, put into	Classify the rocks into different groups. (science)
predicting (saying what you think will happen)	predict, think about, guess	Predict what will happen when more water is added to the solution. (science)
hypothesising (suggesting what could happen or have happened without knowing if it is true)	suggest, decide, imagine, suppose	If global electronic systems broke down, suggest what could happen. (ICT)
reasoning (thinking why, what causes and what results in something)	choose, conclude, decide, explain, justify, recommend, solve	Justify the increase in spending on wages last year. (economics)
creative thinking / synthesis (producing imaginative ideas or thoughts from previous knowledge)	imagine, build, change, compose, create, describe, design, invent, make up, plan, produce, suppose	Invent a new symbol for saving water. (citizenship)
evaluating (saying if something is good, useful, effective or not)	assess, comment on, give an opinion, judge, rate	Read your partner's report on wind farms and comment on how clearly it was written. (environment)

What are LOTS and HOTS?

Cognitive skills can be divided into lower order thinking skills (**LOTS**) and higher order thinking skills (**HOTS**). The table on the next page gives examples of why we use lower order and higher order thinking skills. We can link these reasons to the cognitive skills in the table above. For example, remembering and dividing are examples of LOTS, while reasoning and evaluating are examples of HOTS.

LOTS

to remember information

to order information

to define objects

to check understanding

others

to review learning

happen

HOTS

to develop reasoning skills

to develop enquiry and discussion

to develop creative thinking

to evaluate the work of oneself and

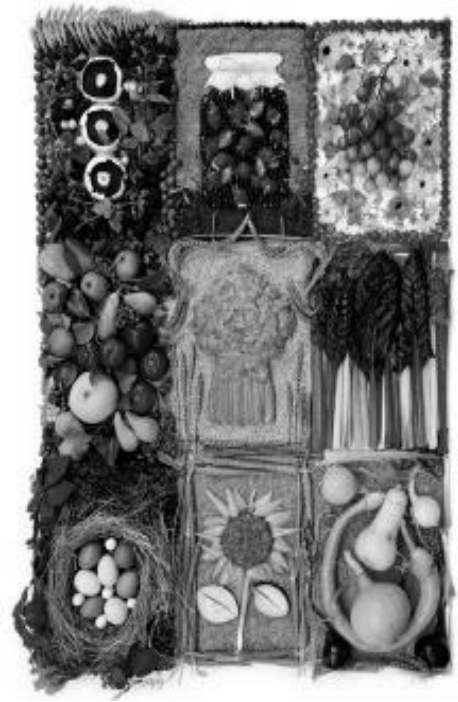
to hypothesise about what could

How are learners' cognitive skills developed in the classroom?

We can develop learners' cognitive skills through tasks and challenges appropriate to the subjects. We can also develop their skills through effective questioning. We can use questions to help learners to **make associations** (make links) and to think more deeply. It is important to ask challenging questions in L1 when children are very young. It is also important to ask challenging questions when pupils start learning new curricular subjects in CLIL programmes.

Look at this picture. The cognitive skills progress from lower to higher order. Which **cognitive skills** are developed?

- A** List six different fruits you can see.
B Find something which isn't a fruit and isn't a vegetable.
C Put the food into different groups. How many different groups can you make?
D Can you grow food like this in your country? Why? Why not?
E Create a recipe from some of the food in the picture.



REFLECTION

Which of these statements do you agree with and why?

- 1. I think CLIL teachers should use a wide range of materials and activities to encourage learners to develop their thinking skills.*
- 2. It's not important to look at the tasks in my coursebook and work out the cognitive skills which they demand.*
- 3. Most of my questions should be lower order ones because I must check if learners understand what I am saying.*
- 4. Some curricular subjects need learners to use more thinking skills than others.*

TEST

For questions 1–6, look at the cognitive skills and the three activities listed A, B and C. Two of the activities develop the cognitive skill. One activity does NOT. Which activity does NOT develop the cognitive skill?

1. Comparing
 - A Write down some facts about how fossil fuels are used.
 - B Tell your partner three differences between coal and oil.
 - C Look at the table about coal and oil and then list some similarities about how they are produced.
2. Predicting
 - A What could happen if the artist changes the perspective?
 - B Scan the article and find when the building design will be completed.

- C With a partner, guess which objects won't be represented in the cave painting.
3. Reasoning
- A Label the electrical components in the picture and then copy the circuit diagram.
- B Look at the animal word bank, then decide how you could group the animals in a Venn diagram.
- C Study the life cycle of a flowering plant and then explain to a partner how the seeds germinate.
4. Classifying
- A Put the musical instruments into different sets. What features do they have in common?
- B Decide how these pieces of music could be grouped and explain the reasons for your grouping.
- C Read the text about jazz music, then complete the mind map by adding the main features of jazz.
5. Sequencing
- A Place these machines on the time-line to show when they were invented.
- B Agree which jobs in ancient Egyptian times are similar to jobs in our country today.
- C Look at the events leading up to the war and decide how they followed one another.
6. Evaluating
- A Finish the drawings of the quadrilateral shapes. Find a partner and suggest one improvement.
- B Look at your group's pie charts. Write down where you found the information and agree what you will write under the charts.
- C Compare the graph in your coursebook with the one you drew. What would you change to make the interpretation of your data clearer?

Learning skills across CLIL

The learning process is complex. Learners learn by exploring their environment and by interacting with people. This is part of active learning. In school, learners develop more than knowledge of different subjects; they need to develop positive attitudes, learning skills and learning strategies. **Learning skills** can be applied across the curriculum. They are skills which involve learning how to learn and developing *learner autonomy*. They can be artistic, cultural, linguistic, mathematical, scientific, social and interpersonal skills.

Here are some learning skills with examples of when they are used in the classroom.

Learning skills	CLIL examples
-----------------	---------------

Carrying out investigations	Collecting then organising information about different forms of alternative energy
Cooperating with others	Preparing group presentations about the research, development and production of electronic equipment made by different companies around the world
Data handling	Transferring information about temperatures around the world to a spreadsheet
Drafting	Writing down first ideas about a painting, then developing them later
Editing	Checking a report written by a response partner and suggesting changes to the text
Estimating, measuring and checking measurements	Looking at and guessing the height of a triangle, measuring the height with a ruler and then checking the actual height against the estimate
Guessing from context	Looking at a group of mathematical shapes with lines across them and working out that they could be lines of symmetry
Note taking	Watching a video clip about dances from around the world and then writing down the key facts
Locating information	Using ICT to find out about different temperatures around the world
Organising information	Sorting questionnaire data about the local area by different age groups
Interpreting information	Looking at historical pictures of manufacturing cloth and commenting on factory conditions
Observing using senses	Looking for the best location to put a piece of environmental art
Planning	Using a writing frame to plan the stages in a series of electricity experiments
Skimming	Looking through new history notes to find out why the prison

	reformer had support from the government
Solving problems	Deciding how to carry out a fair test in science

Key concepts and the CLIL classroom

□ In CLIL, learners have the additional challenge of developing learning skills in a non-native language.

□ Learners need support and encouragement to develop learning skills so they can apply them in a range of contexts. If a mathematics teacher takes time to show learners how to use a spreadsheet on the computer, then learners can use this skill in other curriculum subjects.

□ We need to plan for learning skills. We also need to plan with colleagues who are teaching other CLIL subjects to the same learners. This is because most learners don't need to have the same skill taught again and again in different subjects, while some learners need time to *consolidate* what they have learned.

□ We should plan opportunities for autonomous learning and encourage an **enquiry approach** (involving learners in **problem-based** or **task-based learning**).

□ All learners need access to learning skills that a community thinks are important. In a global community, these include fast technological communication and **data handling** (using and interpreting information, often on a computer).

□ There are differences between subjects such as mathematics and art. Mathematics has subject content which is objective, so learning skills that are developed focus on understanding and achieving 'correct' concepts. For example, learners need to work out how to find the circumference of a circle (using knowledge to solve a problem). Art aims to encourage learners' creativity and expression, so learning skills focus on the process of how they achieve the

final product. For example, learners draw then paint a still life (using observation skills and the senses).

Reflection

Read these comments about learning. Do you agree with them? Why or why not?

- 1 If I give learners time to give their opinions, give reasons and evaluate each others' work, then I can understand their learning needs better.*
- 2 Learning cannot be done for the student; it has to be done by the student.*
- 3 All learning skills need to be discussed and developed in class.*
- 4 Learning by doing and collaborating is an important part of a CLIL approach.*

TEST

Choose the correct option (A, B or C).

- 1. Reading web pages to find out which paintings are in your nearest museum.*
 - A summarising information*
 - B locating information*
 - C checking information*
- 2. Looking at signs about protecting the environment and then agreeing on a different design for a new sign to put near your school.*
 - A observing others*
 - B reviewing others' work*
 - C cooperating with others*
- 3. A speaker is going to talk about the lives of women 300 years ago. While she is talking, complete the sentences on your worksheet in your own words.*
 - A note taking*
 - B data handling*
 - C editing text*
- 4. Writing statements related to the unit of work you have completed.*
 - A processing knowledge*
 - B solving problems*
 - C investigating facts*
- 5. Completing a questionnaire, then writing down the energy consumption of different household items.*
 - A recording findings*
 - B recording opinions*
 - C recording experiments*
- 6. Interviewing the employees of some local companies to find out about work experience.*
 - A planning an investigation*
 - B carrying out an investigation*
 - C reporting results of an investigation*

UNIT 4-5

Lesson preparation

Outcomes:

- ✓ to know how to plan a CLIL lesson or a series of lessons;
- ✓ to be able to describe learning outcomes and identify parts of a CLIL lesson;
- ✓ to know about the language demands of subject content in texts at sentence and word levels;
- ✓ to be able to identify different text types and their purposes.

Plan

1. Planning a lesson.
2. Language demands of subject content
3. Resources including multi-media and visual organizers.
4. Materials adaptation.

Before we can plan a CLIL lesson or series of lessons, we need to be clear about our CLIL contexts and teaching aims. We need to identify the content knowledge and skills which learners will be taught. We also need to consider the different stages of the lesson and the sequence of a series of CLIL lessons.

In order to focus on the learner rather than the teacher, **learning outcomes** are often used. These are statements of what most learners should be able to know, be able to do and be aware of as the result of a learning experience. This can be at the end of a lesson, a series of lessons, a unit or **module** (part of a course). Learning outcomes can be wide or narrow but they need to be achievable and measurable.

Learning outcomes also focus on learning to learn. An example is: to be able to give peer feedback to help improve someone's work. There are many advantages of using learning outcomes. For teachers: they help describe courses clearly; they provide continuity; they focus on whole class, group and individual

needs; they guide the design of tasks; they can be used as a checklist for feedback; they make assessment clear. Planning a lesson or a series of lessons

For learners: they are learner centred; they show what should be achieved; they help learners have goals so they can check progress; they enable **differentiation** (making provision for less able and more able learners).

When planning, we also need to consider the following questions:

- What are my teaching *aims*?
- What will the learners know and be able to do at the end of the lesson which they didn't know or couldn't do before the lesson?
- What subject content will the learners revisit and what will be new?
- What communication will take place?
- Which thinking and learning skills will be developed?
- What tasks will learners do?
- What language support will be needed for communication of content, thinking and learning?
- Which materials and resources will be provided to present the content and support any tasks?
- Are there cross-curricular links and Internet links?
- How will learning be evaluated?

Some CLIL programmes are planned around **competences**. These are the knowledge, skills and attitudes for learning across the curriculum. Teachers take these into account when they plan so that learners are given opportunities to demonstrate the competences across a range of curricular subjects. There are many different types of competences.

Competences	Description
communicative	Can express and interpret facts orally and in writing
linguistic	Can use language to observe and analyse
artistic	Can understand and value different artistic forms of expression
digital	Can communicate information using ICT

mathematical	Can reason and solve problems mathematically
social	Can understand the social context where they live and cooperate with others

CLIL learners are encouraged to produce content language which they already know in a warm-up or brainstorming activity. This is called **activating prior knowledge** and learners might use some L1 to do this. We can then translate, if appropriate. In this way CLIL learners are encouraged to produce content language at the start of the lesson. Learners benefit from a **plenary** at the end of a CLIL lesson, when the whole class is asked a few questions about what they have learned. **Questions** might include:

- ❖ tell me three new things you learned today;
- ❖ what was new;
- ❖ what was difficult;
- ❖ what was surprising;
- ❖ what more would you like to find out?

Again, some L1 may be used if learners are new to CLIL.

Planning a lesson

Look at the example of a CLIL science lesson plan for young learners on this and the next page. It is the first lesson and fits into the course or **syllabus** at the start of a unit about materials and their properties.

Content: Introduction to magnetism: materials and their properties;

Teaching aims:

- ❖ to enable learners to understand that different materials have different properties;
- ❖ to develop learners' abilities to group materials and to predict, observe and record findings of an experiment;
- ❖ to raise learners' awareness of magnetism.

Learning outcomes

Know:

- ✓ the names of some materials and their properties that some materials are magnetic and some are not

Be able to:

- ✓ classify materials according to different criteria using a **Venn diagram**
make predictions observe and record findings.

Be aware:

- ✓ that some materials have iron (fe) in them of how to cooperate in a group

Communication

Vocabulary

Revisited: familiar classroom objects *fabric, glass, metal, paper, plastic, wood*

New: *paper clip, jar, envelope, straw, bottle top, soft - hard smooth - rough*

transparent - opaque light - heavy flexible - rigid natural manufactured

magnetic - non-magnetic

Structures:

(I think) it's ... (I think) they're ...

It will stick □ It won't stick

Functions:

describing materials 'will' prediction

Examples of communication

- ✓ pointing to and naming materials
- ✓ labelling materials
- ✓ sharing ideas about properties, then reporting classifications
- ✓ stating which objects are magnetic / will stick to the magnet

Cognition

- identifying objects and properties of the objects;
- comparing different materials;
- classifying materials;
- predicting and reasoning.

Examples of cognition

- sorting materials into two different groups;
- classifying (range of properties);
- guessing and then explaining why some;
- materials are magnetic.

Procedure

Whole class: Activate prior knowledge of materials. Learners look around the classroom and ‘point to something made of ...’

Groups:

- Sort materials from bags into two different groups using the diagrams.
- Sort materials according to properties given (adjectives and opposites):
- predict which objects are magnetic and which are non-magnetic
- check predictions using magnets
- Feed back ideas. Were there any surprises?

Individually: Learners record observations on worksheets.

Whole class: Final plenary: some learners act as magnets, some are materials – who sticks?

Differentiation: Additional vocabulary cards and gap-fill sentences.

Follow-up: Investigate and separate school rubbish for recycling.

TEST

For questions 1–6, look at the headings from a CLIL lesson and the three examples listed

A, B and C.

Two of the examples match the heading. One example does NOT. Which example does NOT match the lesson heading?

1. Learning outcomes

A to be able to identify seas and oceans

B to be assessed on a text about continental shift

C to be aware of different opinions about how many continents there are

2. Procedure (activating prior knowledge)

A In pairs, learners look at the economic report and underline 5–6 words they don't know.

B In groups, learners tell each other 5 or 6 words they know about the economy.

C Individually, learners write down 5 or 6 economic words which they used in their homework task.

3. Communication

A Don't show the engraving until the learners have thought about its origin.

B Describe the sculpture using adjectives in the word box.

C Draw a shape which represents peace.

4. Cognition

A identifying the best way to find the value of x

B copying the graph of $y = 2x^2$

C sequencing the values of $y = x^3$

5. Resources

A data from experiment, sentence starters

B deleting, inserting and uploading data

C websites, webcams and word banks

6. Procedure (final plenary)

A Learners listen to a composition, then predict what kind of music it is.

B Learners say what they learned about musical composition.

C Learners think about their new compositions and say what they liked about them.

Language demands of subject content

In CLIL, learners produce, listen to and read a wide range of language. Learning subjects in a non-native language is not the same as learning a foreign

language and it is not the same as learning subjects in the first language. CLIL teachers need to analyse the language demands of subject lessons and then plan and prepare relevant language support. In most subjects, learners meet many different text types, or **genres**, in CLIL.

Many CLIL texts are **non-chronological** and are used in most curriculum subjects. Every genre has specific features which make it different from other genres. We can help learners to become familiar with the language features associated with different genres. First, we need to identify the type of texts learners meet in their subjects, and then we need to help learners understand the purpose of the text and who it is for. We also need to help them identify language features in those texts. Language features are sometimes described at **sentence level** and **word level**.

Can you think of three different genres used in your subject?

What are the different genres in CLIL?

Genres in Clil	Purpose	Example
Non-fiction		
Discussion	To present an argument	Giving opinions for and against using nuclear energy (environment)
Explanation	to give reasons for how something works or why something is suggested	Explaining why there is not a relationship between the perimeter and area of a shape (mathematics)
Instructions/ pocedure	to tell the reader how to make or do something	Steps in how to write a computer program (ICT)
Persuasion	to convince someone of your point of view	An advertisement to show people how to take more exercise (PE)
Proposal	to recommend a future plan	How we can develop musical skills in the school (music)
Report	to present factual	A description of a

	information, for example about an object, animal, person or place	democratic state (politics)
Recount	to recount past events, often in order of when they happened	A retelling of how a science experiment was set up (science)
Diary	to describe the events of a day or days	Samuel Pepys's diary (history)
Article	to describe or narrate a topic or theme for a publication	The Countryside is Alive (environment)
Essay	to express a viewpoint in writing in a formal context	An essay on why public services should be improved (geography)
Letter	to express a point of view (personal or impersonal)	A letter to a city council about increasing the number of bus routes (environment)
Review	to describe and give a reasoned opinion about a play, book or event	A review of an artist's exhibition (art)
FICTION		
Narrative	to entertain and inform	A story from another culture (literacy)
POETRY		
Poem	to describe an event, person, object or feeling in lines of verse	A poem about winter (literacy)

One can divide the language features found in different genres into sentence and word levels.

Discussion, introduction of the argument, arguments for and against with examples, summary of points and reasoned conclusion:

passive forms, giving examples complex sentences (e.g. contrast), conditionals.

Explanation, factual information, opening and concluding statements, definitions, diagrams:

present tenses, passive forms, sequencing or time connectives, complex sentences (e.g. cause and effect).

Persuasion, arguments, summary with repetition:

opening statement to get reader's attention present tenses suggesting: should, must.

Proposal, factual information and, suggestions with justification, recommendations for the future:

recommending: should, could passive forms, complex sentences (reasons) conditionals.

Report, description of appearance, functions, habits and examples non-chronological text -factual: *opening statement to define topic present tenses.*

The genres language learners meet depend on the curricular subjects in CLIL. Specialist vocabulary and topics are different in each subject. Like texts, reading and writing tasks vary depending on the subject. Look at these examples of some task types learners meet in different subjects:

- In science subjects, learners hypothesise, observe experiments, □ describe procedures and record findings.
 - In subjects such as history, politics and geography, learners read source materials, recounts, reports and case studies.
 - In mathematics and economics, learners explain how they solved problems and describe data in graphs and charts.
 - In subjects such as art and music, learners read and write descriptions and explanations.
 - In ICT, learners explain word-processed data.

How can teachers use a genre-based approach?

1. Contextualizing

What is the purpose of the text?

Who was the writer? Who is the reader?

2. Modelling

At text, sentence and word levels to focus on the key language features of the genre.

3. Joint construction

Learners and teacher work together to write an example of the genre. Use of speaking and writing frames for support.

4. Independent construction

Individual writing. Learners have a response partner to comment on the writing afterwards. Some support might be needed.

5. **Comparing** other texts from the same genre type so learners can think about similarities and differences.

Resources including multi-media and visual organisers

What types of resources are used in CLIL?

CLIL teachers use resources such as posters, flashcards, *realia*, subject-specific dictionaries and supplementary materials in printed form. A growing number of CLIL teachers now also have access to ICT (Information and Communication Technology). The growth in **multi-media** in schools and

colleges means that many teachers use computer labs, digital cameras, CD-ROMs, data projectors and **interactive whiteboards** (IWBs). In addition, many CLIL teachers use visuals to support learning. All these resources can help educate CLIL learners in today's global society. ICT and the Internet provide a rich source of CLIL materials and help learners understand ideas and experiences from many people, communities and cultures.

Key concepts

Equipment

Multi-media includes the combination of audio, video, graphics, text and animation. When teachers or learners control what, when and how the material is presented, then it is interactive multi-media and learners can explore and discover subjects at their own speed. Interactive whiteboards are used in many schools and they can improve teaching and learning by helping learners understand new concepts and by increasing learner involvement and motivation.

Organising information

There are also resources known as **visual or graphic organisers**. Organisers help learners in many ways. They help them to:

- connect knowledge and ideas presented in CLIL
- understand and recall information
- select, transfer and categorise information
- produce oral and written language
- think creatively.

Organisers can be simple or complex but all of them have connecting parts. They were first developed to improve learning in science subjects. A mind map is one type of organiser.

What are some of the key visual organisers? How are they used?

We can select visual organisers according to the type of task which the learners need to do.

What are some of the uses of multi-media in CLIL?

- creating images to make content come alive in the classroom, e.g. the water cycle, constructing experiments, narrating historical events
- helping learners understand abstract content, e.g. in mathematics and philosophy
- making presentations of subject content and of learners' work;
- accessing websites through the Internet to find out more about particular subjects;
- enabling teachers and learners to communicate their ideas by mixing text, images and sound;
- enabling learners to exchange information and **collaborate** (work together) with each other and with other learners around the world by, for example, emailing, **blogging** and tweeting (for writing ideas on the Internet) and **podcasting** (for audio recordings);
- developing data handling skills (using and interpreting information), enquiry and creativity while practising computer skills;
- personalising learning, developing learner autonomy and providing learning support;
- using and designing databases;
- using software for images and drawing;
- using interactive whiteboards to change the pace of lessons.

How can we use visual organisers in CLIL?

First, we need to decide which organiser is the most effective for the task. What is the purpose of the organiser? Is it to classify, to describe, to give examples, to explain a process, to identify, to show the order of events, to show cause – effect relationships or to show similarities and differences.

Next, we need to decide how we are going to use it. Are we going to use it for an individual task or are we going to use it for a group task to encourage collaboration and sharing of ideas?

Finally, we need to think about when we are going to use it. We can use visual organisers:

- at the start of a class – to recall information or to express new ideas
- during a lesson – to support learners as they take notes or to support them as they produce spoken or written language:
- after a lesson – to help learners link ideas presented in class
- at the end of a lesson, unit or module – to assess understanding of concepts, and relationships between concepts.

CLIL practice task

For questions 1–6, choose the best option (A, B or C) to complete each statement about the uses of visual organisers.

1. We can use a Venn diagram to

A brainstorm facts about ocean ecosystems.

B write down our opinions about how to solve the problem of pollution in the oceans.

C look at the similarities and differences between the Pacific and Atlantic oceans.

2. We can use a cause–effect visual organiser to

A show what happens if we live an unhealthy lifestyle.

B explain the stages of a life cycle.

C record the number of people who take different types of exercise.

3. We can use a flow chart to

A describe spreadsheets and databases.

B show the differences between a monarchy and a republic.

C explain the stages of work in a farmer’s year.

4. We can use a time-line to

A record the stages of a scientific experiment.

B show how changing one part of an experiment affected the result.

C describe the differences in the results of our experiments.

5. We can use a mind map to

A write down, in chronological order, the key dates in the decline of the Roman Empire.

B write down as much as we know about the Roman Empire.

C write down a fact about our own country and the Roman Empire.

6. We can use a Carroll diagram to

A identify musical instruments used in orchestras.

B group instruments according to what they are made of and how they are played.

C compare and contrast the names of musical instruments from around the world.

Materials adaptation

How can we choose materials and how can we adapt them for CLIL?

CLIL materials need to show curriculum subjects presented in a non-native language very clearly. CLIL materials are usually different from materials found in ELT coursebooks. Language courses have materials which are often selected because of a grammar or functional syllabus and also because of a topic. Topics are usually chosen to present and practise grammar or a set of functions. CLIL materials, however, are selected because of the subject content, for example, mathematics, art, history. The language needed to support the subject is then considered. Materials can be translated from the L1 curriculum, taken from native speaker coursebooks, downloaded from the Internet or made by teachers.

In CLIL, learners study a curricular subject or a topic area from that subject which is usually in the L1 curriculum. Learners become knowledgeable about the subject in the target language and develop skills needed for that subject. Materials therefore need to include skills particular to the subject and they need to offer progression. The table shows examples of CLIL subjects and some skills the subject aims to develop. In all subject materials, we should give learners opportunities to achieve and enjoy learning.

What should we ask about CLIL materials?

Are the materials:

- appropriate for the age of the learners and the stage of learning?
- fit for purpose? Do they match the learning outcomes?
- linked to CLIL aims? Do they consider content, communication, cognition, culture?
- progressive in subject content, in language, in cognitive demands, in task demands?
- supportive? Do they have word banks, language frames and visuals?
- varied in skills, tasks, interaction?
- collaborative, challenging and achievable?
- motivating and complete?

We need to select and adapt CLIL materials carefully because we need to help learners understand subject content. There are many ways of doing this at text, sentence and word levels.

- At text level we can include visuals, diagrams, **animation** (moving images on a screen) and visual organisers. We can make sure the page *layout* (design of the page) is clear.
- At sentence level we can include definitions and short explanations.
- At word level we can use labels or highlight key content vocabulary by underlining, using capital letters or using **bold font**. We can also add word banks and glossaries of key content words.

UNIT 6

Activity types

Outcomes:

- ✓ to know how to describe a range of activity types for CLIL
- ✓ to be able to match different activities with their purposes in the classroom

Plan

1. Game-based learning.
2. Concepts maps.
3. Practical CLIL ideas.

Which activity types are most suitable for CLIL?

Many CLIL activities are similar to those in ELT (English Language Teaching) coursebooks and subject textbooks. These include activities such as those in TKT: *categorisation, cloze test, gap fill, labelling, matching, multiple choice, true/false, ordering words/sentences/paragraphs, jigsaw reading and listening*. There are also activities such as classification tasks, word/sentence/text/table **completion, information transfer, feature identification**, (e.g. underlining key nouns), **freeze frames, pyramid discussion**, poster presentations and **loop** or **domino games**, which are common in CLIL.

In CLIL we need to provide activities:

- for communicating subject content orally
- for developing listening and reading strategies
- for supporting written or physical production.

Activities need to be linked and sequenced so they are progressively challenging. Learners are more likely to be motivated if the activities are meaningful and relevant and if they know the purpose of the activity. Learners need to know the differences between spoken and written forms of language used during activities.

Loop or domino games

These can be used to revisit content vocabulary. They develop accuracy and intensive listening skills.

Procedure: Share out a set of dominoes like the ones in the example below. One learner reads the definition on the first domino, the others look for the word it defines. The learner who has the domino with the word which matches the definition, calls out the word. This second learner then reads the definition on their domino. Whoever has the word which matches the definition reads it out. The activity continues until all the dominoes have been used. The final definition matches the word at the top of the first domino.

Pyramid discussion

This is a negotiating activity where learners work together to select a set of items from a list. The activity develops oral communication, collaboration and production of content vocabulary.

Procedure: Choose items from a subject area you have taught, e.g. famous paintings. Display pictures of the ten paintings or their titles on the board. Explain that the school is going to hang copies of them in the corridors. However, they can only hang five of them. Individually, learners choose the five they would like the school to display. Each learner then pairs up with another learner and they agree on the five paintings they want to hang. The pairs then form groups, agree again on which five to hang. Groups give feedback on their choices and the paintings which are chosen most often are displayed. As a follow-up, the learners could then Google the names of the paintings to find out more information about them.

Hot seat

This is an oral activity to develop communicative fluency, questioning skills and reporting of accurate content facts.

Procedure: A learner sits at the front of the class in the role of a character (historical, political, artist, musician, etc.). The other learners take turns to question the character in the hot seat.

Identification keys

As well as being visual organisers, keys can be used as activities to identify, categorise and compare objects, people, places, etc. Keys involve reading and writing activities which develop higher order thinking skills and content accuracy. They are often used in science, for example to identify types of plants and animals, but they can be used in most subjects. Keys can be **binary** (they involve a progression of questions which have only two possible answers) or **lateral** (they are used for comparing features).

Procedure: Photocopy or draw blank keys. Learners then create keys either from their own knowledge, or by reading information from a text and then transferring that information onto the keys.

Game-based resources as a meaningful context for content and language learning

The aim of game-based learning is to balance subject content with gameplay and opportunities for the player to apply their knowledge and understanding of this subject content in a real world setting. Within a GBL (game-based learning) environment, learners work towards a goal, choosing actions and experiencing the consequences as they move through the game. They can make mistakes in a risk-free setting, and learn actively through experimentation and practising the right way to do things. GBL offers a dynamic way to engage and motivate learners. Games that are fun to play significantly improve learning performance.

When learning is fun, pressure and anxiety are reduced. Games also provide a life enhancing experience for learners and revolutionize the routinized ways of learning through fusing learning and play. (Gee, 2007). Rewards and challenges within games keep the learners coming back for

more. This fosters a continuous learning process for the student/ player, as each learning objective is linked to a series of challenges. A good game has the right amount of challenge. Games can help the teacher create contexts in which the language is useful and provide meaningful opportunities for the learners to practise the language. Games provide one way of helping the learners to experience language rather than merely study it. Using games in a classroom setting creates a safe space to allow learners to practise/'play' with language to explore new concepts or to consolidate understanding of subject specific content and concepts.

Learners also retain more knowledge, skills and understanding because games offer opportunities for practice and allow for repetition of key content and concepts leading to mastery. Learners need their language and content contextualised. Gaming is an effective vehicle to scaffold both learners' content and language learning. Breaking down content and language into manageable chunks – 'chunking the learning' helps learners access, use and apply both their prior and new knowledge, skills and understanding. The visual nature of games can support and enhance teaching and learning and help learners to visualise subject content. In the digital age, GBL provides scope to capitalise on learners' interest and experiences outside the classroom, enabling them to apply these skills in a classroom setting. GBL also affords opportunities for learning to extend beyond the formal classroom environment.

The need for learners to be digitally literate and communicate effectively within a digital The potential of game-based resources as a meaningful context for content and language learning Game-based learning (GBL) can be most easily defined as a form of game play that has clearly defined learning outcomes. By Sarah Lister and Pauline Palmer world is increasingly important with the access to information via the internet and speed of communication via social media. There is significant evidence to suggest that

computer based learning both initiates and sustains learners' motivation and interest.

Activities that entertain and challenge learners can lead to increased engagement. A key benefit of contextualising both subject and language content within a GBL context is the potential for significant gains in pupil motivation. This is in line with William and Burden's (1997:120) view of motivation as "a state of cognitive and emotional arousal which leads to a conscious decision to act and give rise to a period of sustained intellectual and/or physical effort." Locating CLIL pedagogy within a GBL context affords learners opportunities to connect ideas, concepts and experiences.

GBL can also facilitate the development of new neural pathways. Research indicates that learning subject content and language simultaneously has significant consequences for learning in general, in the sense that the brain is fundamentally altered. Games help students to learn effortlessly by engaging the whole brain. Playing games requires learners to think creatively and solve problems in order to progress. This is associated with higher order thinking skills and fosters independent learning. Whilst GBL may not provide learners with opportunities to articulate their own ideas and understanding of content and concepts directly, follow up discussions both with peers and their teachers can demonstrate the role that GBL can play.

Concept maps: supporting integrated content and language design of mathematics lesson

One linguistic scaffolding method that has come to the forefront in the last decade is content and language integrated learning (CLIL). CLIL is an umbrella term which refers to 'any dual-focused educational context in which an additional language, thus not usually the first foreign language of the learners involved, is used as a medium in the teaching and learning of non-language content' (Marsh, 2002, p. 15). What makes CLIL distinct from other linguistic

scaffolding methods is that both language and content are not distinct and there is no implicit preference for either (Coyle, 2007).

Although originally conceptualized for second language learners, this approach can provide mathematics teachers with the opportunity to design and enact lessons that simultaneously supports student development in content and language. While there are numerous models to assist teachers to design lessons with respect to content (e.g. Van Gelders' Model of Didactical Analysis), as well as strategies to scaffold language within both monolingual and bilingual mathematics classrooms (e.g. Dale, Van der Es, Tanner, & Timmers, 2010; Smit, 2013), the theories and understanding of how teachers can identify the language for mathematical learning to be scaffolded in their classrooms is still developing (Mackay, 2015). Mackay (2015) noted that the identification of language for mathematical learning proved challenging for teachers even when supported through a professional development program. In order to successfully identify the language for mathematical learning, the participant teachers in the professional development program limited themselves to considering the language required for a specific activity, such as calculating 70% of 120.

However the risk of limiting the identification of language for a specific activity is that it may result in students' disjointed linguistic development in relation to the curriculum as a whole. A possible strategy to reduce the risk of disjointed language development would be to approach the identification of language for mathematical learning from the curriculum Concept maps: supporting integrated content and language design of mathematics lesson perspective.

A curriculum typically refers to the knowledge a student is expected to develop within a given educational setting. One way of organizing and representing the knowledge within a curriculum is through the use of concept maps (Novak & Cañas, 2008). The linking word or phrase combines with two or more concepts to provide a meaningful statement which could facilitate the

identification of language for mathematical learning in relation to the selected concepts.

The cognitive structure is a complex set of interrelated memory systems

Of special note is that by using a concept map to identify the required prior conceptual knowledge, the linguistic proficiencies the students are required to have prior to the lesson were also identified. This is of interest as it indicates that a concept map can provide the basic framework for identifying language for mathematical learning not only for a domain but also for an entire curriculum.

This suggests that teachers could employ concept maps in their lesson design to provide students not only coherent content across a domain but also coherent linguistic development across the curriculum. There are no indications that this approach could not be used in other content and language integrated subjects.

CLIL: Activity or Strategy?

In the early days of CLIL, groups of teachers applying for courses in Cumbria would occasionally say ‘we don’t want any of that CLIL stuff, Janet, we just want English language.’ I suspect that some of these teachers were perhaps put off by the widespread perception that CLIL has to do with “the dreaded activities”. By Janet Streeter People sometimes see an activity as something big, that takes a lot of time, involves students moving around the classroom and involving teachers in exhausting midnight laminating and card-cutting sessions.

They see it as an add-on to their “normal teaching,” something you might do as a game at the end of your chapter or as a special treat for the students on a Friday afternoon. You might think this is a bit rich coming from someone who always sends teachers away from workshops clutching an activity list! However, let me suggest that sometimes, rather than thinking ‘activity,’ it’s easier and less daunting if we think ‘strategy.’

So start off by taking what you already do in your subject and tweaking it to increase student-student interaction in English and involvement in the lesson.

- Break up your teacher input with 1-2 minute, purposeful paired conversations before feeding back as a whole class;
- Use mini-whiteboards for feedback;
- Partially cover key words in your PowerPoint or on the board so students have to guess them;
- Jumble key sentences and words or put gaps in words;
- Get students to spot the lie or spot the truth, get them to identify the false statement in a list;
- Get them to rank items;
- Get them to guess your covered list by writing their own;
- Partially cover up pictures and diagrams. In short, encourage students to arrive at meaning themselves, rather than just telling them.

This sequence of activities looks like nothing special at first, but it was very important to me because it confirmed what I'd always thought about good CLIL practice – that it works best when the teacher can highlight (make salient) either the conceptual, procedural or linguistic aspects of the learning objective. I was never really convinced by the word 'integrated' in CLIL. It seemed to me to be too vague. Where is this so-called integration? Show me an example! By Phil Ball Well here it is. This is from Rosemary Feasey's 'Jumpstart Science' for Primary schools in the English National Curriculum. It's not even from a CLIL textbook, but for native speakers! But that's the point. Feasey understands that young children need not just language support, but conceptual (what) and procedural (how) support too. In CLIL, where we are more aware of the need for across-the-range support, this is surely what we mean by 'integration'. The dual-focus of content + language remains an abstract notion until you look at something like this. What I love is the separation of these three educational 'dimensions' and the inductive nature of the tasks. Look at the first instruction:

‘Make a list’. Instead of a boring explanation plus ‘Read the text and answer the questions that follow’ (agh!) Feasey just implies ‘You can do it’. She treats the kids like intelligent human beings. This procedural command leaves the field open. Of course they’ll make mistakes, but then they’ll learn from them by the conceptual support she provides in the shape of the scientific information in the bullet-points further down, and the illustrations. The kids check. The teacher is largely irrelevant, which is how it should be! Then the right-hand page turns up the linguistic volume, obliging the learner to refute the incorrect statements made by the six children in the picture.

The topic cards are placed face up in a pile so that everyone can see the next topic (and, hopefully, think about it). The nomination cards are placed face down in a pile so each one is a surprise. The first person turns over a nomination card and addresses the topic card question to the person indicated by the nomination card, for instance ‘ask the second person on the left’ or ‘ask a random person’. If no other person is indicated, then the first person has to answer the question, sometimes with a minimum time: ‘keep talking for 1 minute’. (There is also a ‘keep talking for 2 minutes’ nomination card, but this card may be removed if 2 minutes is too long for the level of the group.) After the question has been answered, the next person turns over a nomination card and proceeds with language scaffolds so that they can do this. It’s a perfect sequence!

All CLIL should look like this. Every time I need some inspiration, I come back to this simple example. CLIL Magazine 10 the next topic card. The activity takes about 15 – 20 minutes; each person should have several turns within that time. Teachers can make their own topic cards to fit the CLIL subject being taught, or use general topics just to stimulate and encourage oral production. As I usually use this activity to help students prepare for CAE and CPE speaking, the topic cards I’ve made are quite varied and general.

Classroom management

Classroom management refers to actions that an instructor takes to create and maintain a learning environment that is conducive to successful instruction. These actions include decisions about structure, organization, and course activities that support students by managing their expectations and behaviors.

Young learners have certain characteristics which must be considered when planning the use of CLIL topics for EFL.

- They tend to be keen and enthusiastic learners, without the inhibitions which older learners sometimes bring to their schooling.

- They need physical movement and activity equally as much as stimulation for their thinking.

- They have a short attention span, so the lesson plans for the third level are probably more suitable for older primary and lower secondary learners as they require a longer attention span and a higher level of language.

Where there are smaller classes, then pupils can play some of the group games in pairs or as a class activity (i.e. one large group). For easier classroom management when using listening activities and the IWB, teachers could organise their class to sit in a circle on the floor in front of them. When activities require pupils to work in pairs, it is helpful to vary the pairs from activity to activity. Pairs can be formed by asking pupils to work with the pupil on their right, on their left, behind them, in front of them, etc. With a small class, teachers can organise more random pairings, for example two pupils who have birthdays in the same month, or whose names both begin with the same letter.

It is intended that the materials are adaptable and can be used in a variety of situations where the teacher feels they are suitable and can be adapted to fit their CLIL curriculum. All activities have a strong emphasis on the four language skills of **speaking, listening, reading and writing** and at the same time are designed to teach cross-curricular subjects such as Science, History,

Geography, Art and Craft, Music, Information and Communications Technology (ICT), Craft, Design and Technology (CDT), Personal, Social and Health Education (PSHE), Physical Education (PE) and English Literature to students through English as a foreign or second language. The Teacher's Notes for each lesson list the cross-curricular links that can be made.

Lesson format in

The CLIL Resource Pack

The Teacher's Notes

The Teacher's Notes set out the lesson plan and give suggestions for exploiting the material on the lesson's photocopiable activity page, including the listening activities.

The lesson box

The teacher's notes begin with a lesson box containing a summary of the lesson aims, an outline of the language (new vocabulary and structures) used in the lesson and a list of the extra materials required to conduct the lesson successfully. For some lessons, the list of extra materials includes pictures for the teacher to collect beforehand for use in the lesson. The internet and magazines are good resources for sourcing such material.

Fact boxes

These provide a summary, and sometimes an extension, of the facts covered in the lesson. They can be used by the teacher as a teaching resource and by the pupils as a learning resource. Sometimes the Fact box is included as a part of the lesson plan.

Warm up

The detailed lesson notes begin with ideas for the Warm up session which outlines relevant revision activities and preteaching activities for difficult vocabulary.

Procedure

The Procedure section presents the main lesson notes and suggests ways of exploiting the Activity worksheets, the audio and IWB (interactive whiteboard) materials.

Follow up

The Follow up activities are optional and include suggestions for adapting previous activities, and ideas for extending activities to reinforce learning as well as incorporating proposed further work on the topic. The Follow up activities will vary in the time they require, and this in turn will depend on the ability of the class. It is therefore left to the teacher's discretion as to whether there is time to do one or more of the Follow up activities. As there is always flexibility in this approach to teaching younger learners, these activities can readily be adapted to suit the level of the pupils involved.

UNIT 8

ASSESSMENT

Outcomes:

- ✓ to know about the focus of CLIL assessment and the criteria used to assess learners
- ✓ to be able to identify the focus of CLIL assessment
- ✓ to know there are different types of assessment used in CLIL
- ✓ to be able to identify examples of assessment types
- ✓ to know which support strategies can be used in CLIL assessment
- ✓ to be able to match appropriate strategies to different assessment contexts

Plan

1. Focus of assessment
2. Types of assessment
3. Support strategies for assessment

What is the focus of assessment in CLIL?

All teachers are aware of the challenges in carrying out assessment of learners' progress, but CLIL has its own challenges because it aims to teach both content and language. In many countries, CLIL approaches are quite new and

some teachers are unsure of what, how and when to assess. Should it be content, language, or both? CLIL assessment can focus on areas of subject content, such as answers to maths questions; on areas of language, such as use of conditional forms in hypotheses; or on areas of content and language, such as those used in the description of a process (technical vocabulary, sequencing, present tense verbs).

A focus on language is more common in soft CLIL programmes, which are often part of language courses, while hard CLIL programmes focus on content and language or sometimes just content. CLIL assessment can also focus on communication skills, cognitive skills (learners think about what they learned and also how and why they learnt it), practical skills (e.g. carrying out investigations, doing experiments, measuring, drawing) and learning to learn.

To be able to assess CLIL effectively, we need to put learners at the centre of the process and to find out what standards are achievable when they study subject content in a non-native language. We need to be aware of the language levels and the learning needs of our learners in different curricular subjects. It is also important that the learners are aware of what the focus of assessment is.

Key concepts:

Before assessing our learners, we need to be clear about why we assess them. Is it to:

- find out what learners know about our subject?
- find out strengths and areas for improvement in subject content and use of language
- in order to give learners feedback on these?
- find out what motivates our learners?
- monitor progress in thinking skills, practical skills and learning?
- identify support strategies needed?
- encourage learners about their progress in learning content and language?
- find out if our planning and teaching of subject content have been effective?
- inform colleagues, parents, authorities?
- give them a qualification at the end of a course?

Focus of assessment

What is the focus of assessment in your CLIL context?

Look at the table of subjects and the focus of assessment. Think why the teacher may have decided to focus on content and language separately or on integrating content and language.

We need to decide on the **assessment criteria** we are going to use in order to do that assessment. Assessment criteria are the statements which help us judge how well a learner has achieved the learning outcomes. For example,

- the learning outcome: the learner is able to explain the stages of the water cycle
- the criteria for assessing the outcome: the number of stages of the water cycle which
- the learner explains correctly and the learner's ability to link the stages.

In addition to assessing content and language, teachers can assess learners' communication skills, cognitive skills and attitudes towards learning. Here are some examples which show how we can assess different skills and attitudes in the classroom using a range of criteria. Learners' names are put at the top of the assessment sheet and during a course or school year, teachers write the date when they see evidence of the learner meeting each criteria. Different subject teachers can record the dates when they have evidence of the learning on the same sheet.

COMMUNICATION SKILLS

- ask questions about subject content – closed;
- introduce new ideas about the subject;
- ask for clarification of subject content;
- clarify own points;
- express support for others' ideas;
- build on other learners' ideas;
- respond to peers by challenging ideas;

- respond to peers by offering opposing ideas;
- use evidence to support ideas;
- identify points of similarity and difference;
- report back main ideas of discussion;
- personalise subject content using relevant information;
- give an oral presentation.

COGNITIVE SKILLS

- match word labels to pictures/objects;
- compare two objects, people, places, ideas;
- compare three or more objects, people, places, ideas;
- classify objects, people, places, etc.;
- sequence actions chronologically;
- make connections between objects, people, places;
- ideas;
- make decisions;
- give reasons;
- think creatively in subject area;
- make deductions;
- predict conclusions;
- define a problem;
- evaluate work of a peer using given criteria;
- evaluate own work using given criteria.

ATTITUDES TO LEARNING

- concentrate
- work systematically
- ask for help when necessary
- cooperate with others
- work independently

What different types of assessment are there in CLIL?

There are two main types of assessment.

Summative assessment is assessment *of* learning. Its purpose is to review learning of subject content and to help us know what learners have achieved at a specific time. This is often at the end of a unit of work or at the end of a course.

Formative assessment is assessment *for* learning. It is on-going, continuous assessment and helps us to understand how much and how well our learners are learning about subject content. It gives us information about our learners so we can give them useful feedback on their progress. Formative assessment also provides feedback which can lead us to change or adapt our future teaching, our materials and the tasks we create.

□ **Key concepts**

What different types of assessment do you use?

Assessment for learning in CLIL contexts can involve learners in many different types of assessment. The choice of assessment depends on the reason for testing our learners.

We need to know what we are looking for when assessing and which standards we will use to evaluate and make decisions. In many CLIL contexts, teachers use a range of assessment types.

■ **Summative**

Summative assessment is done when we want to find out what our learners already know about subject content and how well they can use the language of our subject. Summative assessment is often quite formal.

Standardised tests are examples of summative assessment. They are written by external examiners and usually lead to a subject qualification. Another example of summative assessment is a **diagnostic test** which we can use to identify problems learners have with subject content.

■ **Formative**

Formative assessment is usually done by the teacher in the classroom as part of the teaching and learning process. It is done to find evidence of learning and development in individual learners or among groups of learners. Formative assessment is often informal. We can do informal assessment daily by effective questioning of what has already been learned, by observing and recording learners during lessons and by collecting data such as samples of written or recorded work. Formative assessment can also be carried out during collaborative group work or oral presentations.

This is sometimes called **performance assessment**. Criteria are used to check if learners have achieved the purpose of the task. Other forms of formative assessment are *peer assessment*, when learners assess each other and give feedback, and *self-assessment*, when learners assess their own progress. In both these types of assessment, learners need to know the learning outcomes and the criteria used so they can make effective comments on what has been done. They assess and then reflect on their own standards or those of their peers. It is important that feedback focuses on the learning outcomes and not on comparisons with other learners.

Written comments about learners' work are an important part of formative assessment. These are comments on strengths and areas that have improved, as well as suggestions for future improvement. 'Clarifying the learning outcome ... by giving them a list of *I/You can do* ... statements for self-assessment and peer tutoring, so that they know where they are heading, is extremely important.

We can also give learners a **needs analysis**, which is a type of self-assessment done at the start of a course and relates to what they want to learn. This could be an interview or a questionnaire to find out about learners' needs and wants. Learners assess their knowledge and skills in a subject and say what they would like to learn or improve. The information from needs analyses can help us plan our courses. We can decide which content should be revisited and

which content should be presented as new. We can then decide on the learning outcomes for our subjects and how we will assess them.

Many European CLIL programmes encourage teachers to carry out **portfolio assessment** so learners' performance can be evaluated. Portfolio assessment is a collection of work done over a year or a course which shows evidence of learners' subject knowledge, their skills and cognitive development. We need to give learners clear instructions about what they have to do for their portfolio work at the start of a new course. Samples of work could be drawings, diagrams, texts, recordings or work done in electronic form. Both teachers and learners can decide on the selection of work and discuss how the learning outcomes have been met. Portfolio assessment therefore provides reflection and feedback on learning.

'A combination of self-centred learning for portfolio work, accompanied by formative assessment by the teacher and peer tutoring has proved highly efficient in the CLIL classroom.' www.univie.ac.at/Anglistik/Views_0703.pdf

Why do learners need support strategies in CLIL assessment?

Assessment of subject content in a non-native language is challenging for many learners. This is why learners need to be aware of what they are being assessed on and what the learning outcomes are. We need to consider how and when we can support learners during assessment and when it is appropriate to do so, especially if we are assessing them in the first stages of a CLIL programme.

How can we improve learners' achievement in CLIL assessment?

At the start of CLIL programmes, we can assess learners informally by observing and questioning. Later, in some CLIL contexts we can support learners before and during assessment so they can express what they know about subject content in a non-native language. Often they have knowledge of the subject in L1 but find it hard to produce this knowledge in another language.

Additional support is important as learners need to become familiar with the content and the language of the assessment. We can help learners by

modifying the assessment and giving them support strategies to produce answers either orally or in writing. This is called **accommodation**.

Individual learners have their own particular needs. We can use **task differentiation** to support learners appropriately. As learners progress, fewer support strategies will be needed for the majority. However, some learners may need support for longer.

TKT: CLIL practice task

For questions 1–5, look at the situations and the three support strategies listed A, B and C.

Which support strategy is NOT appropriate?

1. Learners have to present their group's history project using PowerPoint. A few learners have a low level of speaking skills in English.

A Make sure these learners are working in mixed ability groups.

B Hand out dictionaries for these learners to use.

C Suggest these learners present their project using some code switching.

2. In a written economics assessment on different business models, some learners have very weak writing skills.

A give the learners a gap-fill text

B give the learners a writing frame to complete

C give the learners the instructions in L1

3. A new learner with little English and from a country whose L1 is not the same as the rest of the class is in a group doing a practical formative science assessment. She doesn't participate.

4. A ask the learner to draw what happened and provide word cards for labelling the drawing

B ask the learner to look at science books instead

C ask the learner to work with a partner who will explain what the group is doing

5. In an art assessment a few learners cannot understand the instructions.

A encourage learners to put up their hands and ask for some translation

- B allow the learners to use word banks
 - C read the instructions aloud and paraphrase
6. You predict that some learners won't understand the language used to describe the maths problems.
- A add a variety of different fonts
 - B add labelled diagrams and visuals
 - C add some of the key words in L1.

CLIL Practice test

For questions 45–50, look at the activity types and the three possible examples of activities listed A, B and C.

Choose the example which matches the activity type.

Mark the correct letter (A, B or C) on your answer sheet.

1. Ranking

A Learners listen to music from different countries and then mark the countries on a map.

B Learners list different musical instruments and then write them in the order they hear them played.

C Learners listen to music used for different celebrations and then list the music according to how fast it was played.

2. Interpreting data

A Learners read about how to plan a design project and then work out how much time to spend at each stage of the project.

B Learners look at a range of products and then agree which product their group will design.

C Learners list all the materials and tools they might need to use while making their products.

3. Observing and recording

A Learners look at an interactive poster on recycling and then tell a partner why it is an effective poster.

B Learners explore the poster by clicking on the recycling images and then look back at the questions they wrote to check if their questions were answered.

C Learners click on a video clip, watch it and then write down three questions the environmentalist asked.

4. Developing communicative fluency

A Learners activate prior knowledge by writing five words they associate with Mexico.

B Learners look at the website ‘from bean to drink’ and then take turns to explain how chocolate became a drink.

C Learners use the Internet to find out the way the Aztecs used the land around them to support their diet.

5. Classifying

A Learners make a table and complete it with information about the locations, weather, population and economy of their country.

B Learners make a pie chart to show the percentage of people who work in the main industries in their country.

C Learners make a diagram to show the different jobs in their country and put them under three headings: manufacturing, agriculture and services.

6. Transferring data

A Learners study a map of the Mediterranean and then say if they agree with a statement about Hannibal’s route.

B Learners look at a map showing Alexander’s empire. They read a text and then add direction arrows to show which way he went.

C Learners look at a map of the Islamic Empire and then underline the dates the Arabs reached each area.

For questions 51–57, match the examples of teacher talk with the purpose of the classroom language listed A–D.

Mark the correct letter (A–D) on your answer sheet.

You will need to use some of the options more than once.

1. Purpose of classroom language

A to encourage further collaboration

B to find out if learners are having difficulties

C to develop thinking skills

D to give positive feedback

2. Teacher talk

A You read about the fire festivals and then worked very well together to answer the questions.

B Why don’t you find out who the competitors are, then decide who is going to search these websites for examples of their products?

C Who found it hard to match the descriptions of the trees with their leaves?

D How about choosing a different rhythm as a group and recording the music again?

E Look at these political terms and tell me which ones you think are complicated.

F On your own, I'd like you to compare the cave painting of the animal with the animals Picasso drew.

G Try to make connections with how the river was used in the Middle Ages and how it is used today.

For questions 58–64, match the learners' comments with the learning strategies listed A–H.

Mark the correct letter (A–H) on your answer sheet.

There is one extra option which you do not need to use.

Learning strategies

A setting learning goals

B analysing how to do the task

C working out timing

D identifying key content vocabulary

E asking for clarification

F personalising learning

G using visual prompts

H editing work

Learners' comments

A I'm going to highlight one or two science words which look or sound similar to the words in my first language.

B I'll use a diagram which could help me to organise my notes about the history text.

C We're going to check our work together to see if we've made any mistakes with the stages of the design process before we hand them in to the teacher.

D I think we could look at the purpose of the question, decide what information we need from the Internet and then agree who is going to search for the different parts.

E Before I start my IT project on local communities, I'll think about which IT skills I will be able to improve by the end of the project that I can't do so well now.

F We have several reports to read about fair trade. It's a good idea to read them again quickly and use a coloured pen to highlight the phrases we'll need for the debate.

G When I don't understand a maths problem and I don't have my bilingual dictionary, I sometimes check what I have to do with a partner.

For questions 65–70, look at the ways to differentiate learning and the three tasks listed A, B and C.

Two of the tasks are ways to differentiate learning. One task is NOT. Mark the letter (A, B or C) which is NOT a way to differentiate learning on your answer sheet.

Differentiating input for less able learners while they read a text about economics

A Give them more examples of economic words they might need to use.

B Give out bilingual glossaries to help with the economic vocabulary in the text.

C Give them an oral summary of the text before they start reading.

Differentiating input for more able learners in a practical PE class
For questions 71–75, match the examples of assessment with the main focus of the assessment listed A–F.

Mark the correct letter (A–F) on your answer sheet.
There is one extra option which you do not need to use.

Main focus of assessment

A knowledge of subject content

B awareness of language structures

C written fluency

D oral fluency

E oral fluency and accuracy

F practical skills

Examples of assessment

A Imagine a piece of abstract art with the title 'Movement'. Tell us how it might look.

B Using a pair of compasses and a ruler, draw three circles with different circumferences.

C Using the vocabulary you have learned and your edited notes, you have three minutes to speak about how to reduce waste.

D Look at the list of facts about electromagnetism and tick the three applications which are most useful for industry.

E Read the text about the government's economic plans and underline those plans which were made in the past and then, in a different colour, underline those plans made for the future.

Choose the assessment task which matches the type of assessment.

Mark the correct letter (A, B or C) on your answer sheet.

summative assessment of subject content

A Learners do a speaking task about what they are investigating on the Internet.

B Learners do a test on the computer after an interactive revision unit.

C Learners write a summary of what they'd like to revise next.

formative assessment of subject content

A After the learners play some chords, the teacher asks them to explain what harmony is and then gives feedback on how they played them.

B After a unit of work, the teacher asks learners to circle chords which are from

minor keys. The teacher then tells them the answers.

C At the end of term, the teacher asks a learner to play a series of chords from a piece of music they have studied.

peer assessment

A Learners read about the Indian economy. They make a table with five headings and exchange it with a partner, who comments on their choice of headings.

B Learners listen to a report on the Indian economy and then in pairs they write down ten words and phrases they heard which described the economy.

C Learners work with a partner. One has a gap-fill text about the Indian economy and the other has a list of economic words. They ask and answer questions to complete the text.

self-assessment of physical skills

A Learners agree about how the teacher can improve their athletics training.

B Learners tick a list of criteria to evaluate their progress in athletics training.

C Learners do a progress test about training programmes for athletics.

performance assessment

A Learners use a list to see how many different national meals they can identify.

B Learners use a set of 'can do' statements to find out what they know about meals from different countries.

C Learners use a set of criteria to check how well they cooked some meals from

different countries.

GLOSSARY

CLIL - Content and Language Integrated Learning 'CLIL is defined as an approach in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role

CLIL - Content and Language Integrated Learning. There are different contexts:

Accommodation - (assessment) adapting tasks, materials, timing or test procedure so that learners can understand what they have to do and can demonstrate what they know.

Activating prior / previous knowledge - encouraging learners to produce language or ideas about what they already know about a subject before it is taught. (e.g. Tell me six words connected with 'electricity'. Think of three sources of electricity.) analysis: examining something in detail so that it can be understood.

Monolingual - students in home country learning a subject through CLIL. Some students may be non-native speakers. (France)

Bilingual - students learning curricular subjects in a second or foreign language (The Netherlands) **Multilingual**: students learning subjects in three or more languages (Basque Country, Cataluña)

Plurilingual - students learn several languages, one or more of which may be through CLIL. (Australia) **CBI** - Content based instruction (US) Non-native speakers (often from minority language groups) learning a second language to enable them to integrate in mainstream classes

EAL - English as an Additional Language (UK and British Schools overseas). Learning and facilitating learning of the curriculum for learners whose first language is not English.

ILTLP - Intercultural Language Teaching and Learning in Practice. Learning parts of the curriculum through different languages to develop an understanding of one's own culture in relation to other cultures. (Australia)

LAC - Languages Across the Curriculum refers to the study and use of languages throughout the curriculum. Its purpose is to prepare students for the cross-cultural and multilingual demands of a global society. LAC is appropriate at all levels of education.

L1 - first language

L2 - in CLIL, L2 often denotes the language of instruction

Immersion - programmes where most or all of subject content is taught through a second language (originating and often associated with Canada) Common to all models of immersion are key factors: intensity, time and exposure. immersion programmes are described as early (pre-school or start of education at 5- 6), delayed (8- 14 years old) or late (14+ and adults) Johnstone, R.M. (2008)

Language demands: the language abilities which a learner needs in order to be able to use a language for learning in a given subject, subject lesson or using a given subject textbook. Lessons, subjects, textbooks, information technology therefore make language demands on learners. Learners need to fulfil those language demands (possess the requisite language abilities) in order to learn the respective subject concepts

Language demands analysis: The analysis which a subject (or language) teacher makes of the language demands which a given subject lesson or textbook etc will make on a class. Part of lesson planning in CLIL. On the basis of this analysis a teacher can decide where in a given lesson a learner will need language support

Language needs: the language needs which specific learners in any group have with respect to a given subject, lesson, textbook or website. A subject lesson therefore makes language demands on a whole class; whereas individuals in the class have individual language needs with respect to those demands.

Language showers: Regular, short, continuous exposure to CLIL delivered in the target language for 15 or 30 minutes several times a week. They are associated with Primary schools and usually taught in one subject area.

Medium of instruction: language used as medium for school learning partial immersion: usually 50 -60% of curriculum subjects taught in target language (regions of Spain, The Netherlands, Gaelic in Scotland)

Target language: Language used in CLIL. This could be a second, third, fourth or even fifth language for some learners. 3 trans-linguaging: when more than one language is used in the CLIL classroom.

The 4Cs: Content, Communication, Cognition, Culture (Used by Do Coyle to describe a CLIL approach) are considered to be a useful guide to define the teaching aims and learning outcomes in CLIL. Culture is also linked to citizenship and to 'Community' (Mehisto, Marsh and Frigols)

Content: Curricular subjects apart from languages can be taught through the target language. These include: Art, Citizenship, Classics, Design Technology, Economics, Environmental Studies, Geography, History, Information Computer Technology (ICT), Literacy, Maths, Music, Physical Education (PE) Philosophy, Politics, Religious education (RE) Science, Social Science.

Communication: Learners are encouraged to produce the language of the subject orally as well as in writing and to participate in meaningful interaction. Peer feedback is valued. One of the main CLIL aims is to increase student talking time (STT) and reduce teacher talking time (TTT).

Cognition: CLIL is said to promote cognitive skills which challenge learners. In addition to concrete thinking skills such as remembering, identifying comparing, contrasting and defining, those needed for academic, abstract thinking are also developed: reasoning, creative thinking and evaluating. One of the leading researchers in bilingual education, Jim Cummins, distinguishes between BICS and CALP. ^{3/4}

Cognitive skills are the core skills your brain uses to think, read, learn, remember, reason, and pay attention. Working together, they take incoming information and move it into the bank of knowledge you use every day at school, at work, and in life. Brain training trains the cognitive skills the brain uses to think and learn. Learning Rx is a one-on-one brain training center that uses over 35 years of research to target the underlining skills that are important to how you learn and perform. Each of your **cognitive skills** plays an important

part in processing new information. That means if even one of these skills is weak, no matter what kind of information is coming your way, grasping, retaining, or using that information is impacted. In fact, most learning struggles are caused by one or more weak cognitive skills. *What it does:* Enables you to recall information stored in the past. In **CLIL lessons** the **cognitive challenges** of language learning are great; much of the content lies outside children's direct experience and is often more abstract. For example, in science lessons learners may struggle to describe and compare the properties of materials, may find it impossible to hypothesize about why particular materials are used for particular purposes. They may be able to write up the procedural part of a report after testing materials but not how to write conclusions. By being taught specific thinking skills and the associated language, learners are better equipped to deal with the complex academic and cognitive demands of learning school subjects in a foreign language.

BICS – Basic Interpersonal Communication Skills. Language development for social intercourse. In Jim Cummins' research with immigrant pupils in Canada, most students were found to achieve BICS after two or three years of education in the majority language. Language events are context embedded (those which are used in everyday conversation with visual contextual support). Tasks associated with BICS are usually comprehensible and less demanding. Cognitive processes are linked to BICS – identify specific information, name, match and sort objects into sets.

CALP Cognitive Academic Language Proficiency: language development for academic learning. Cummins observed that it takes seven to eight years for L2 students to attain a level of English suitable for academic school study. Language events are context reduced (little support) and cognitively demanding. Meaning is accessed primarily through the language e.g. listening to lectures on abstract topics, writing essays and learners require control over the use of grammar and vocabulary. Language is more abstract and

less personal. Cognitive processes linked to CALP are identify criteria, justify opinions, form hypotheses and interpret evidence.

Content-based language teaching: foreign language teachers import curricular content into language lessons and use it as a motivator for language learning

Cognition: the mental operations involved in thinking

Thinking Skills: used in a teaching approach which emphasises the processes of thinking and learning in a range of contexts. The list of thinking skills in the English National Curriculum is similar to many such lists: information-processing, reasoning, enquiry, creative thinking and evaluation. Fisher, R categorises thinking skills into higher and lower order

Concept maps: diagrams which help learners organise information such as using a grid of similarities and differences to compare and contrast or using lines and arrows to indicate and link cause, effect relationships. (see examples on page xx)

Concept Mapping / Mind Mapping : representing information in diagram form where key words are linked by lines. The lines are then labelled to express the relationship between the words.

Enquiry: a systematic process for answering questions and solving problems after gathering evidence through observation, analysis and reflection. Higher-order thinking (HOTS): Analysis, synthesis and evaluation, abstract thinking involving open ended talk.

Lower-order thinking skills (LOTS): information processing. Usually involves closed answers. Making associations: Making links or connections between two or more objects, people, places etc to encourage learning.

Higher order thinking skills - creating making, designing, constructing, planning, producing, inventing, evaluating, checking, hypothesizing, experimenting, judging, testing, monitoring, analyzing comparing, organizing, outlining, finding, structuring, integrating, applying, implementing, carrying out, using understanding comparing, explaining, classifying, exemplifying,

summarizing, remembering recognizing, listing, describing, identifying, retrieving, naming, finding, defining

Scaffolding - a term originally used by Bruner to refer to teacher talk that supports pupils in carrying out activities and helps them to solve problems. Examples include making pupils interested in a task, simplifying the task by breaking it down into smaller steps, keeping pupils focussed on completing the task by reminding them of what the goal was, pointing out what is important to do or showing other ways of doing tasks, demonstrating an idealised version of the task. The definition of scaffolding also includes support strategies for writing. Examples are the use of substitution tables and writing frames.

Scaffolding is applicable to language learning as well as the formation of ideas and task completion. (adapted 15 from: Cameron, L. 2001 Teaching Languages to Young Learners Cambridge: Cambridge University Press) and (Wood, D. 1988 in Capel S. M. Leask and T. Turner 1999 Learning to Teach in the Secondary School. London: Routledge)

LITERATURE

1. Anderson, N.J. ‘Metacognition and good language learners’, in Griffiths, C. (ed.) (2008) *Lessons from Good Language Learners*, Cambridge: Cambridge University Press. Coyle, D. (2007) ‘Content and Language Integrated Learning: Motivating Learners and Teachers’, in *The CLIL Teachers Toolkit: a classroom guide*. Nottingham: The University of Nottingham.
2. Kay Bentley (2010) Course CLIL Module Content and Language Integrated Learning Cambridge: Cambridge University Press.
3. Coyle, D., Hood P. and Marsh, D. (2010) *CLIL: Content and Language Integrated Learning* Cambridge: Cambridge University Press.
4. CLIL MAGAZINE: URL: [file:///C:/Users/Asus/Downloads/clil_magazine_2017_fall%20\(1\).pdf](file:///C:/Users/Asus/Downloads/clil_magazine_2017_fall%20(1).pdf)
5. Cinganotto L., Panzavolta S., Garista P., Guasti L., Dourmashkin P., TEAL as an innovative teaching model Insights from “Educational Avant-Garde” Movement in Italy , Journal of e-Learning and Knowledge Society: Vol 12 No 2 (2016): Big Data, Cognitive Computing and Innovative Teaching Models.
6. Cinganotto L. (2016). CLIL in Italy: A general overview. *Latin American Journal of Content and Language Integrated Learning*, 9(2), 374-400.
7. Eurydice Survey (2006) *CLIL at School in Europe*, Brussels: Eurydice.
8. TKT: Content and Language Integrated Learning (CLIL). Cambridge Assessment English. 2019. 29 p.
9. Teacher’s Guide on CLIL Methodology in Primary Schools – Volume 2
- 10.15 Lesson Plan Package. University of Lodz. 2018. 273 p.