My CLIL adventure

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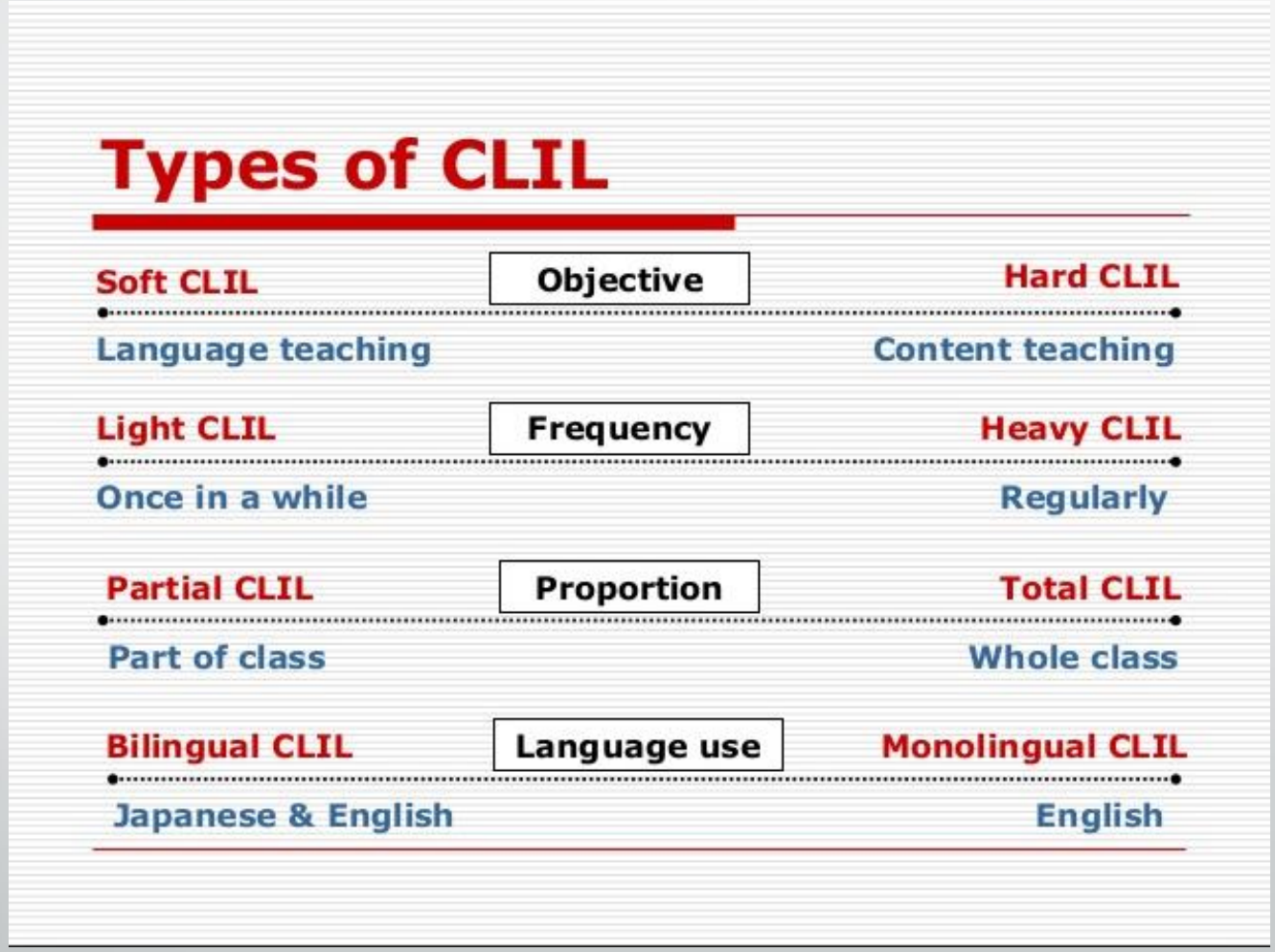
Our needs…

What is my job?
My school …
How do I understand CLIL ….
What does it mean to me?

What is your goal with CLIL?

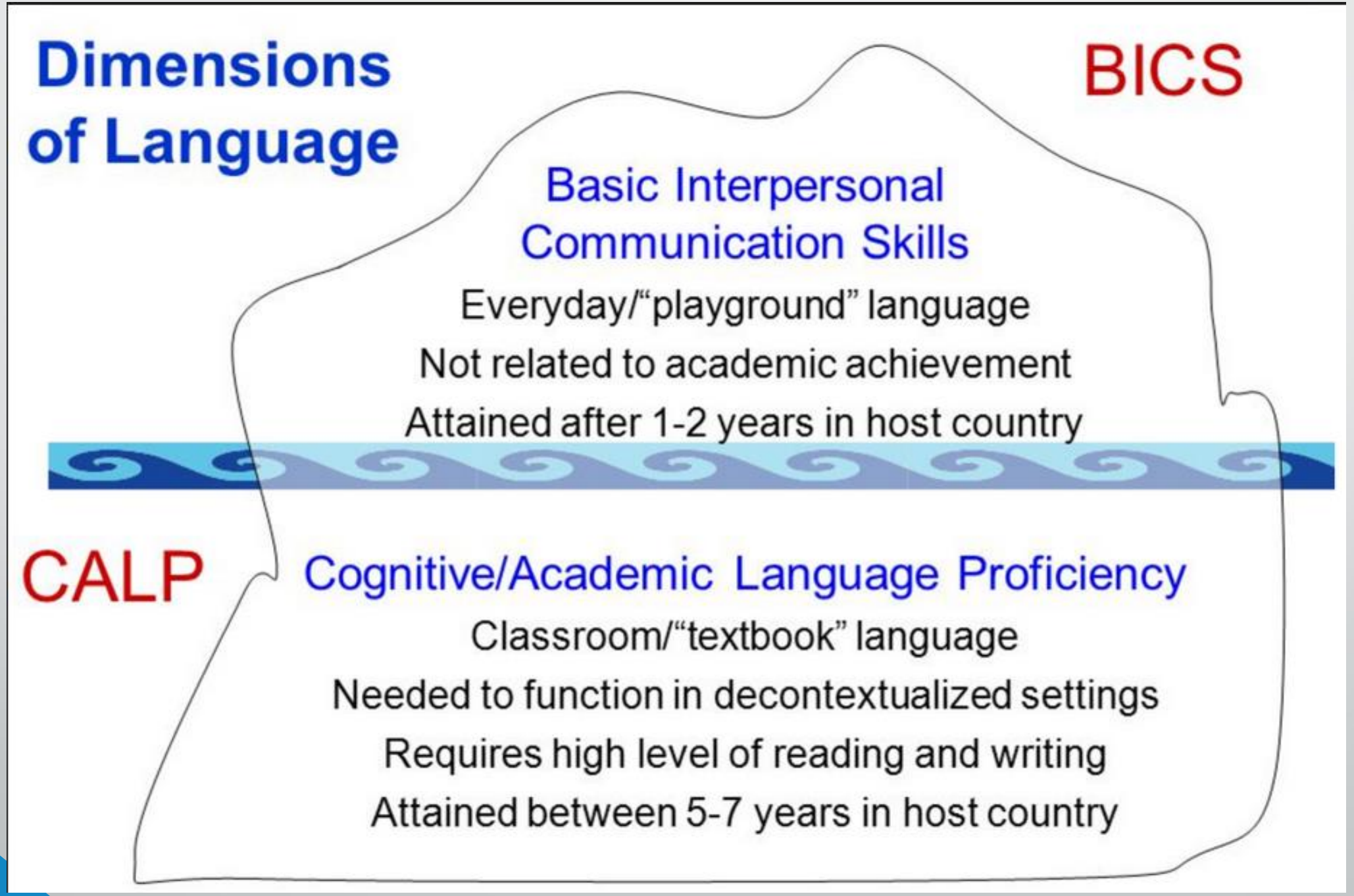
CLIL is dual focused



An elephant in a room

- Content
- Conceptual
  - What are we going to teach?
- Procedure
  - How are they going to learn?

A teacher needs to moderate the preparation, balancing the lesson.

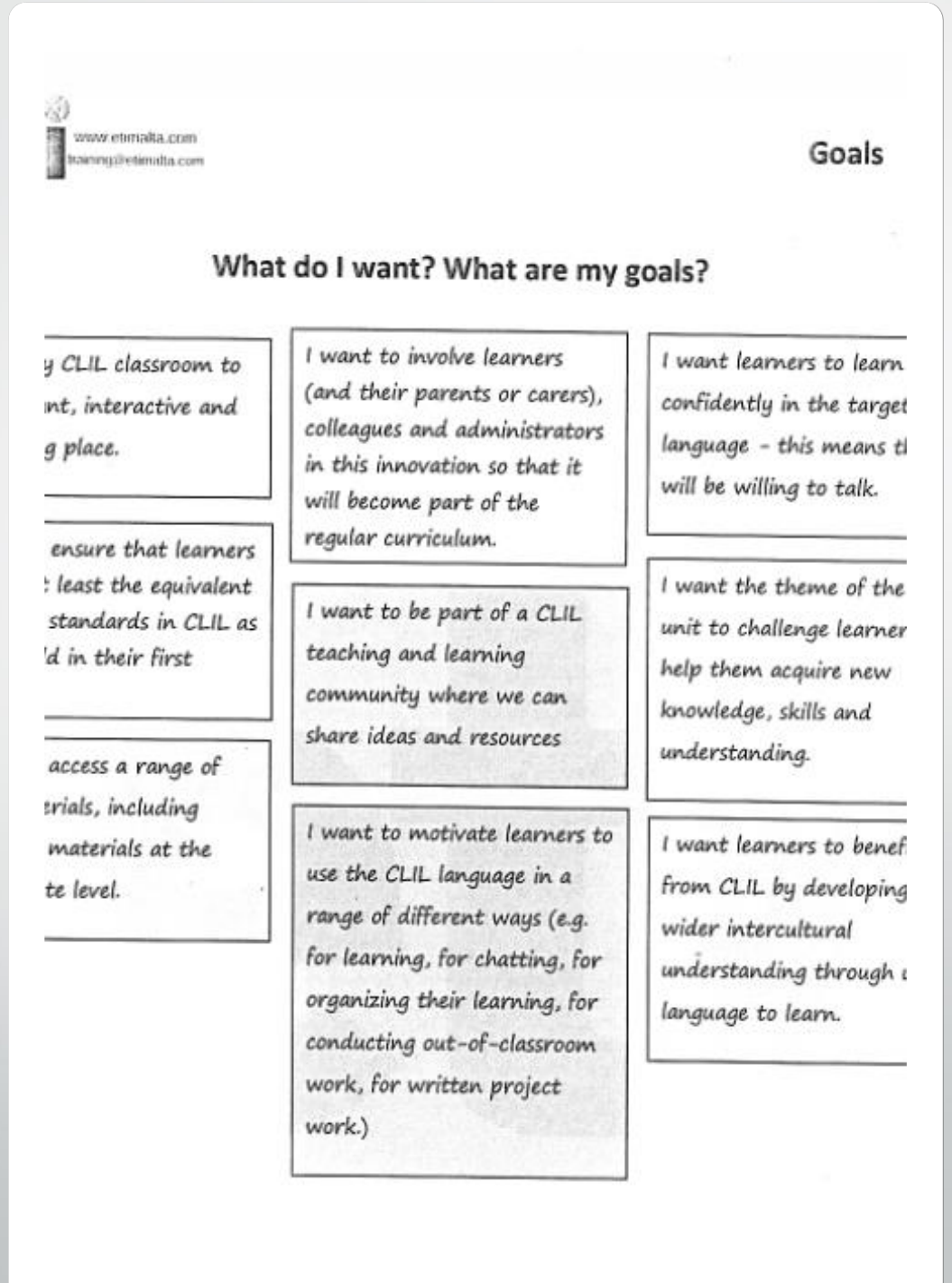

Dimensions of Language
BICS
Basic Interpersonal Communication Skills
Everyday/"playground" language
Not related to academic achievement
Attained after 1-2 years in host country
CALP
Cognitive/Academic Language Proficiency
Classroom/"textbook" language
Needed to function in decontextualized settings
Requires high level of reading and writing
Attained between 5-7 years in host country

Definition of CLIL

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach involving the integration of second/foreign/target language study with the study of a non-linguistic subject instructed in that language.

Content and Language Integrated Learning, **Svetlana Artioushevskaia**, *May 01, 2012*

Zadanie 1.



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Goals

What do I want? What are my goals?

y CLIL classroom to
nt, interactive and
g place.

ensure that learners
least the equivalent
standards in CLIL as
d in their first

access a range of
rials, including
materials at the
te level.

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

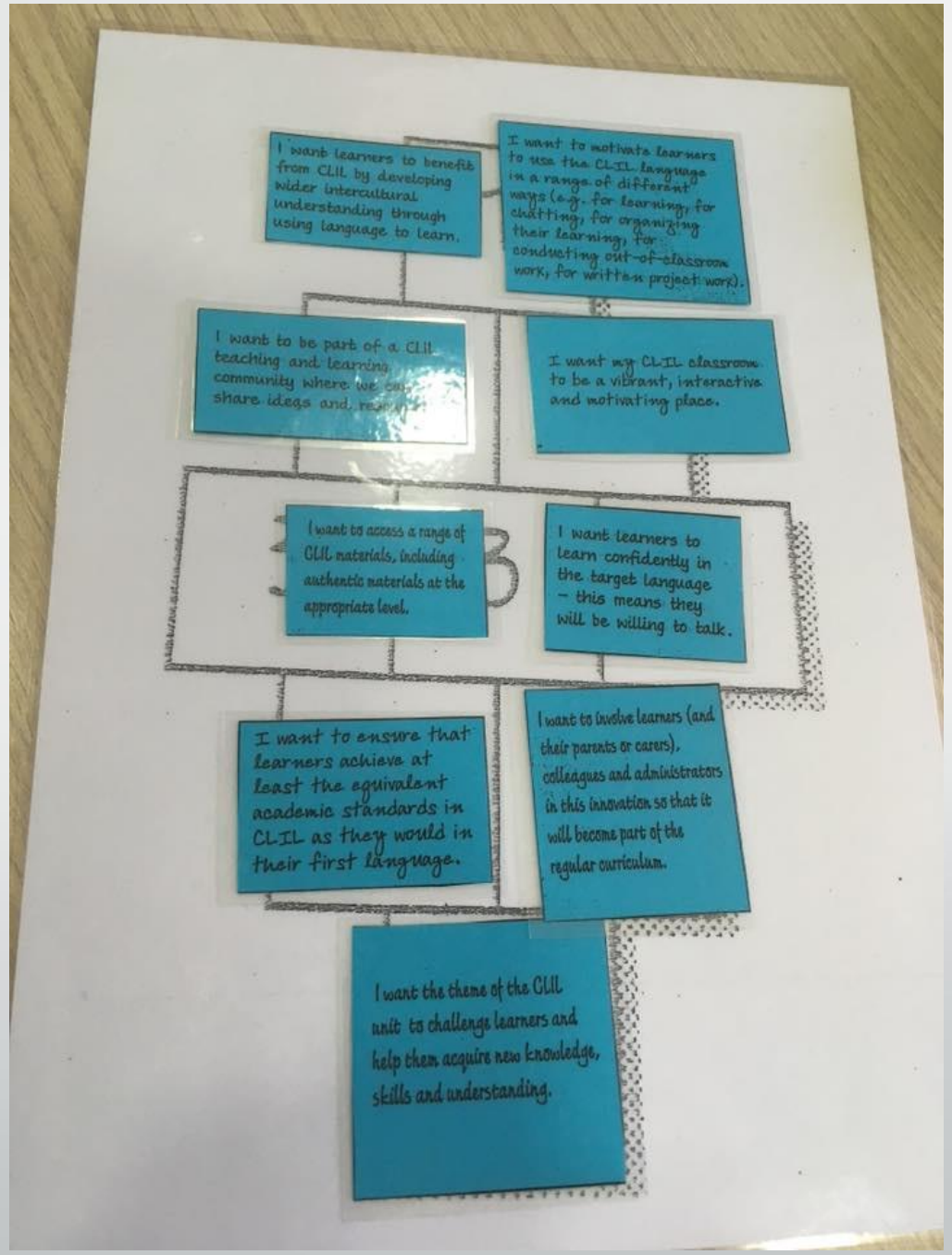
I want to be part of a CLIL teaching and learning community where we can share ideas and resources

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

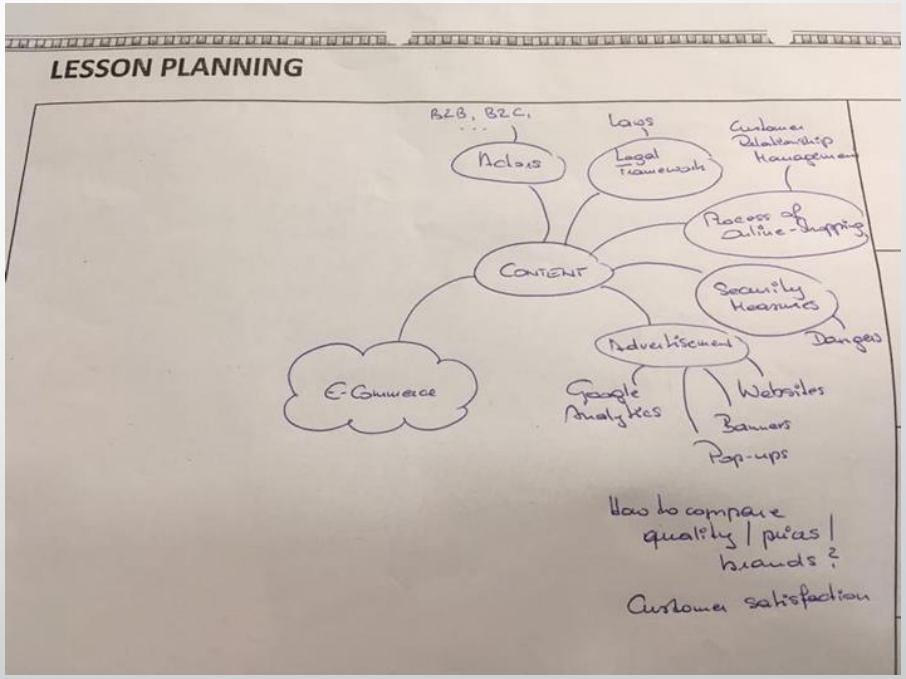
I want learners to learn
confidently in the target
language - this means t
will be willing to talk.

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

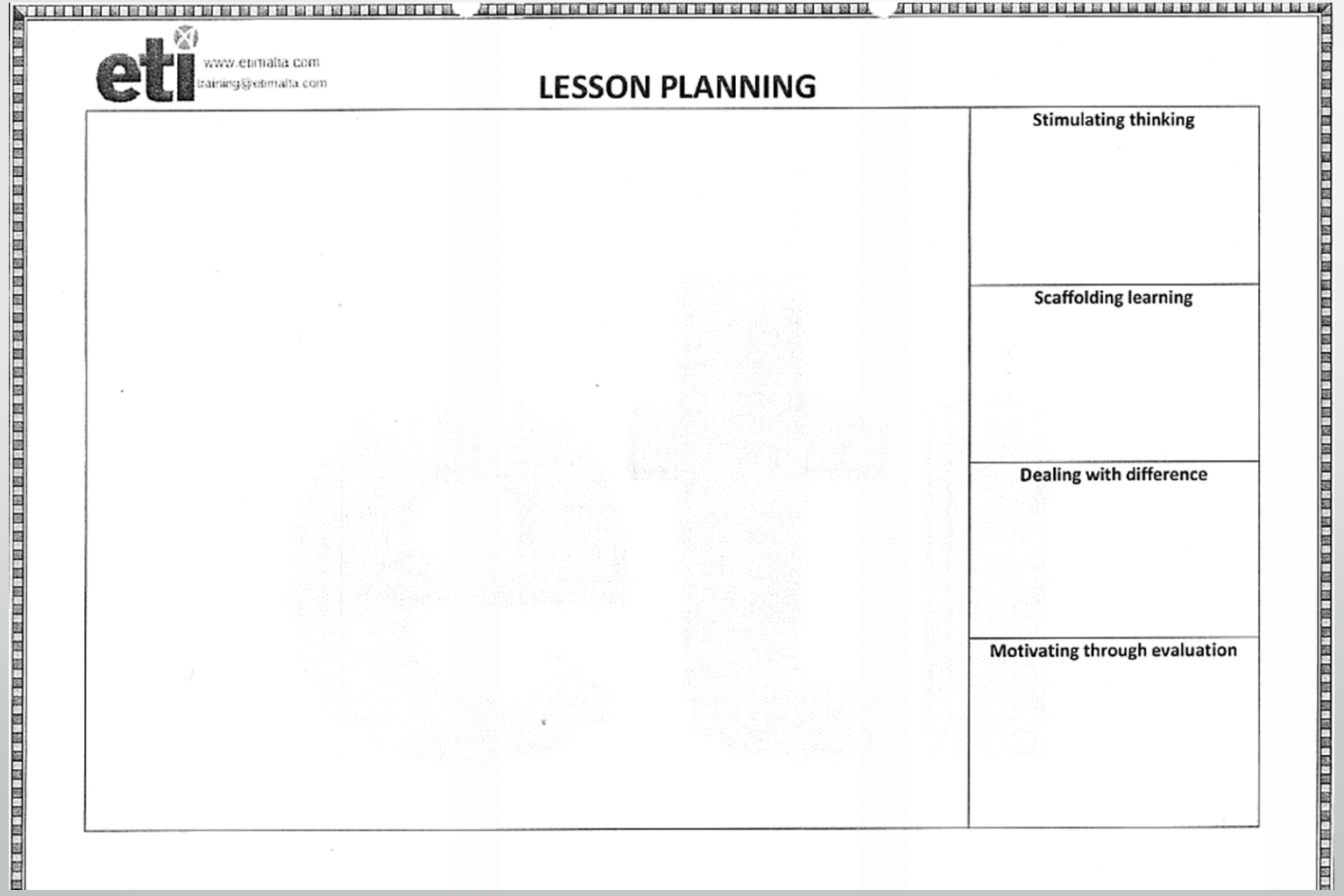
I want learners to benef
from CLIL by developing
wider intercultural
understanding through
language to learn.


I want learners to benefit from CLIL by developing wider intercultural understanding through using language to learn.
I want to motivate learners to use the CLIL language in a range of different ways (e.g. for learning, for chatting, for organizing their learning, for conducting out-of-classroom work, for written project work).
I want to be part of a CLIL teaching and learning community where we can share ideas and
I want my CLIL classroom to be a vibrant, interactive and motivating place.
I want to access a range of CLIL materials, including authentic materials at the appropriate level.
I want learners to learn confidently in the target language – this means they will be willing to talk.
I want to ensure that learners achieve at least the equivalent academic standards in CLIL as they would in their first language.
I want to involve learners (and their parents or carers), colleagues and administrators in this innovation so that it will become part of the regular curriculum.
I want the theme of the CLIL unit to challenge learners and help them acquire new knowledge, skills and understanding.

Kwestie komunikacji i treści w kontekście nauczania języka. Plan lekcji w oparciu o metodę CLIL.



Zadanie 2.



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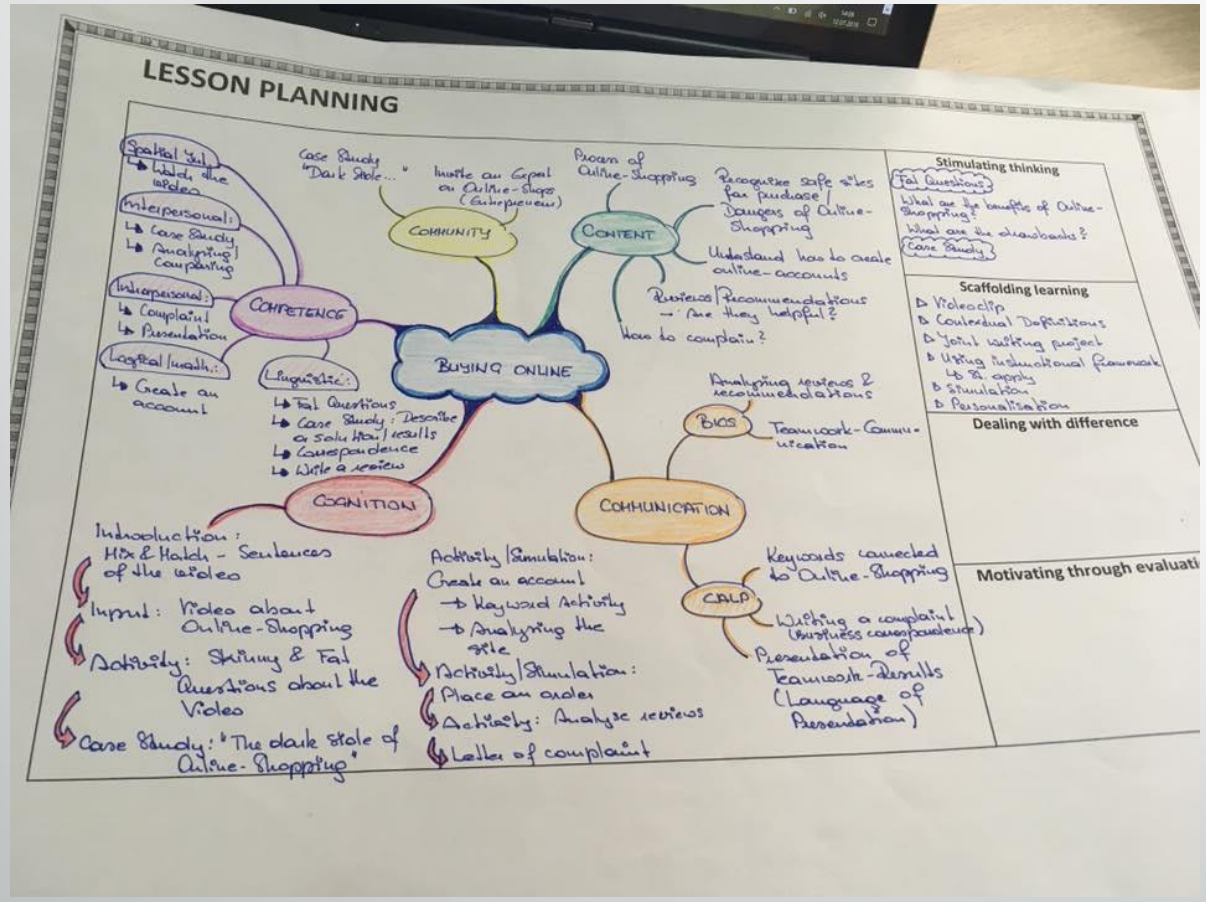
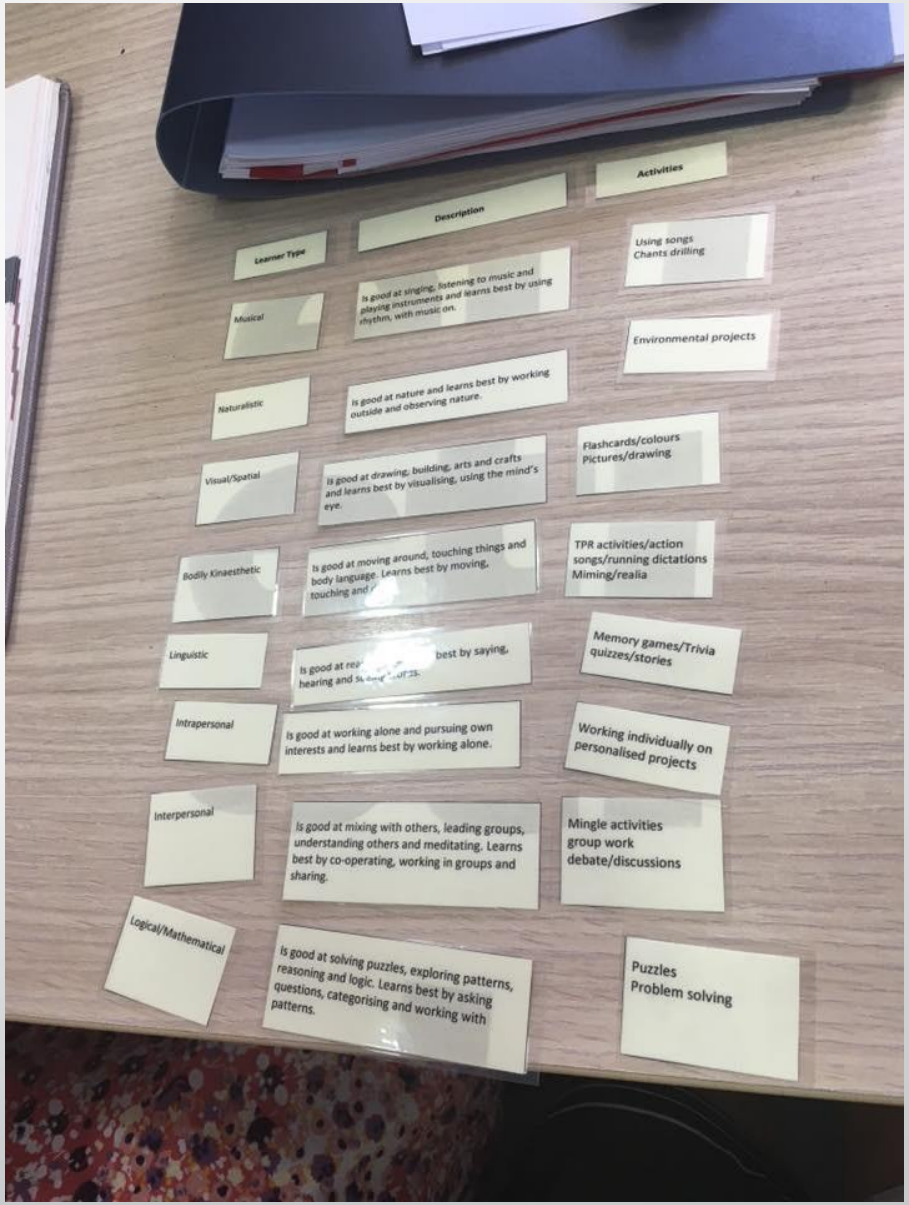
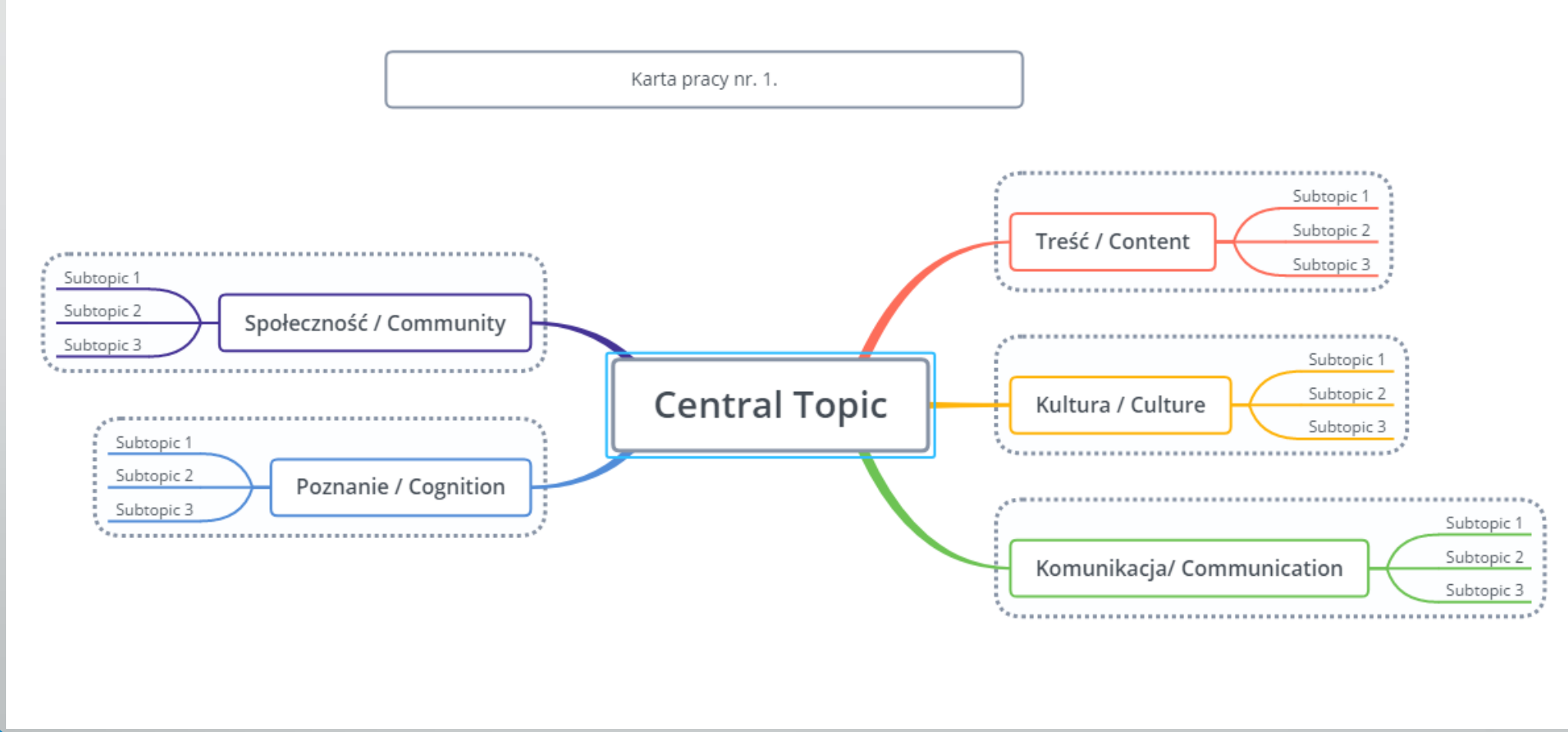
LESSON PLANNING

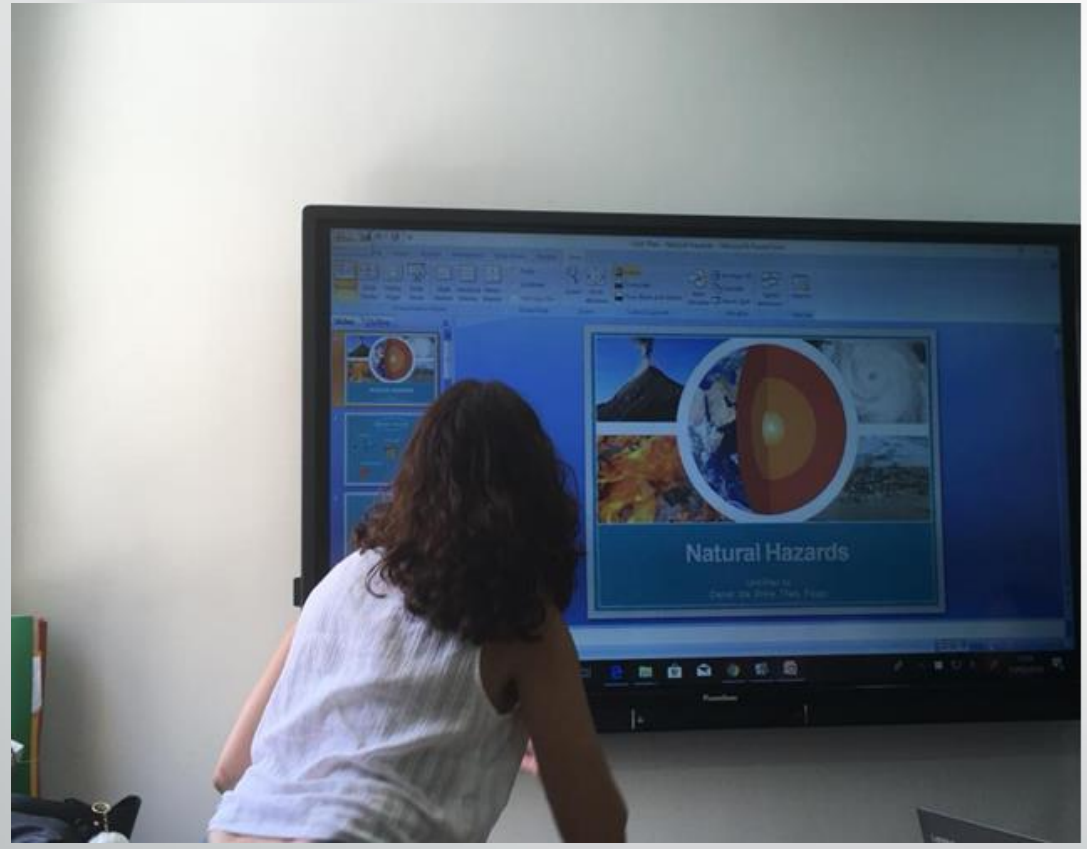
	Stimulating thinking
	Scaffolding learning
	Dealing with difference
	Motivating through evaluation

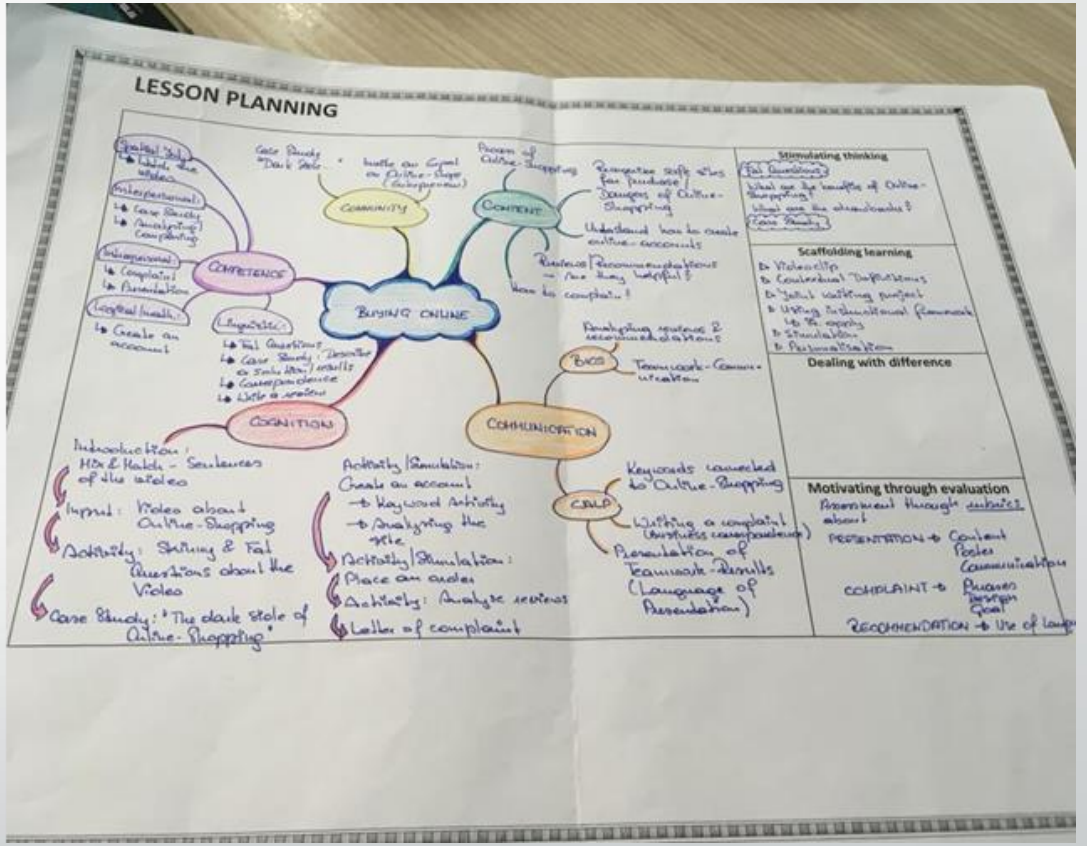

LESSON PLANNING
BUYING ONLINE
COMPETENCE
COMMUNITY
CONTENT
COGNITION
COMMUNICATION
BIAS
CALP
Stimulating thinking
Scaffolding learning
Dealing with difference
Motivating through evaluati

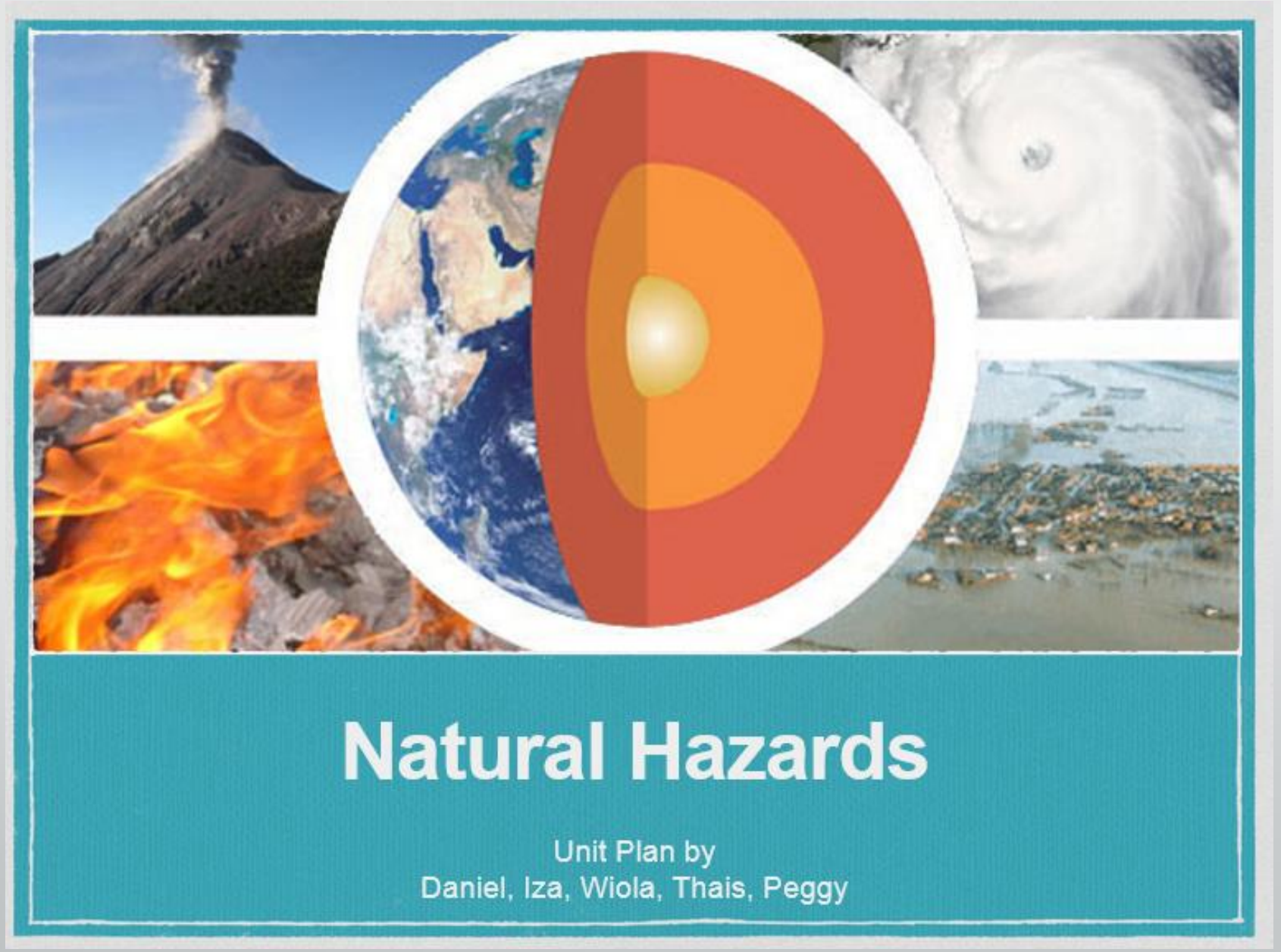

Learner Type
Description
Activities
Musical
Is good at singing, listening to music and playing instruments and learns best by using rhythm, with music on.
Using songs
Chants drilling
Naturalistic
Is good at nature and learns best by working outside and observing nature.
Environmental projects
Visual/Spatial
Is good at drawing, building, arts and crafts and learns best by visualising, using the mind's eye.
Flashcards/colours
Pictures/drawing
Bodily Kinaesthetic
Is good at moving around, touching things and body language. Learns best by moving, touching and
TPR activities/action songs/running dictations
Miming/realia
Linguistic
best by saying,
Memory games/Trivia quizzes/stories
Intrapersonal
Is good at working alone and pursuing own interests and learns best by working alone.
Working individually on personalised projects
Interpersonal
Is good at mixing with others, leading groups, understanding others and meditating. Learns best by co-operating, working in groups and sharing.
Mingle activities
group work
debate/discussions
Logical/Mathematical
Is good at solving puzzles, exploring patterns, reasoning and logic. Learns best by asking questions, categorising and working with patterns.
Puzzles
Problem solving

Zadanie 3.


Karta pracy nr. 1.
Central Topic
Treść / Content
Subtopic 1
Subtopic 2
Subtopic 3
Kultura / Culture
Subtopic 1
Subtopic 2
Subtopic 3
Komunikacja/ Communication
Subtopic 1
Subtopic 2
Subtopic 3
Społeczność / Community
Subtopic 1
Subtopic 2
Subtopic 3
Poznanie / Cognition
Subtopic 1
Subtopic 2
Subtopic 3


Natural Hazards


LESSON PLANNING
BUYING ONLINE
COMMUNITY
CONTENT
COMPETENCE
COGNITION
COMMUNICATION
EMOS
CMLP
Stimulating thinking
Scaffolding learning
Dealing with difference
Motivating through evaluation


Natural Hazards
Unit Plan by
Daniel, Iza, Wiola, Thais, Peggy

Narzędzia niezbędne do tworzenia np. WebQuests. Bazujemy na nowoczesnej technologii.

Clilstore

- Students: Find language videos at your level on various topics, with transcripts where every word is linked to a choice of online dictionaries in your own language
- Teachers: Create, store and organise multimedia wordlinked learning units for use by students

Wordlink

- Link (mostly) any webpage automatically word-by-word to online dictionaries in a choice of languages

Multidict

- Find and switch easily between online dictionaries in many languages

Lifelong Learning Programme

This project has been funded with support from the European Commission. Disclaimer: This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Przykładowa lekcja

Clilstore | further reading | complaint expressions | a formal letter expresions | formal letters exercises | farming and agriculture vocabulary | vocabulary task | Unit info

Cape Town's Day Zero - Farmers

The Western Cape persistent drought is forcing farmers in the Overberg area to rely on the river for irrigation. Last week, a picture on social media showing water gushing from a pipe at the Theewaterskloof Dam, led to an outcry about wasting what has become the province's rarest commodity. The dam is not only one of the main sources of water for the City of Cape Town, but a lifeline for farmers and communities downstream of the Riviersonderend River. For more news, visit: http://www.sabc.co.za/news.

Task 1.

1

Clilstore | further reading | complaint expressions | a formal letter expresions | formal letters exercises | farming and agriculture vocabulary | vocabulary task | Unit info

Zadania typu:

- jigsaw reading,
- clines in language teaching,
- własne materiały.

Różne typy inteligencji.

Różnorodne techniki pracy z uczniami na zajęciach języka.

Jak oceniać ucznia podczas zajęć CLIL - owych.

Process oriented assessment.

What should be assessed:

- Content in L1;
- Language that is used.

Who should asess CLIL?

- Both, language and content should be assessed. Babocka 2015
- CLIL assessment should differ from regular classess. National testing should be taken into consideration. Since Content is being mainly assessed, if some CLIL teachers wish to assess a language, they should knowwhy he is going to do it.
- Assessment on CLIL lesson can be individual or group.

How should we assess in CLIL?

Formative assessment in CLIL classes should embrance:

- „Development in foreign language competence;
- Development in the content area;
- Development of possitive attitudes towards both the foreign language and content area;
- Developement of strategic competence in both Language and Content;
- Development of intercultural awarness and promotion of intercultural education."

Massler, 2011, p. 118.

Comparative Self-Assessment Sheet CLIL			
Criteria Content + Language	Self assessment	Peer assessment	Teacher assessment
I can explain the terminology of the subject area.			
I can communicate the content clearly in the foreign language.			
I can use examples to support my understanding.			
Notes.			

„When learners are involved in assessment in a CLIL classroom, they are involved in decisions about how to learn and what to learn and why they are learning, and they are also actively involved in decisions about the cri5teria for assessment and their studies will probably be qualitatively different fromthat of students who are treated as recipients of teaching and who are the object of otyher's unilateral assessment."

Mc Conell, 2006, p.92.

- CLIL teachers should use a mixture of formal and informal assessment;
- Content knowledge should be assessed using the simplest form of language;
- Language should be assessed for a real purpose in a real context.

ICT in CLIL