



CLIL

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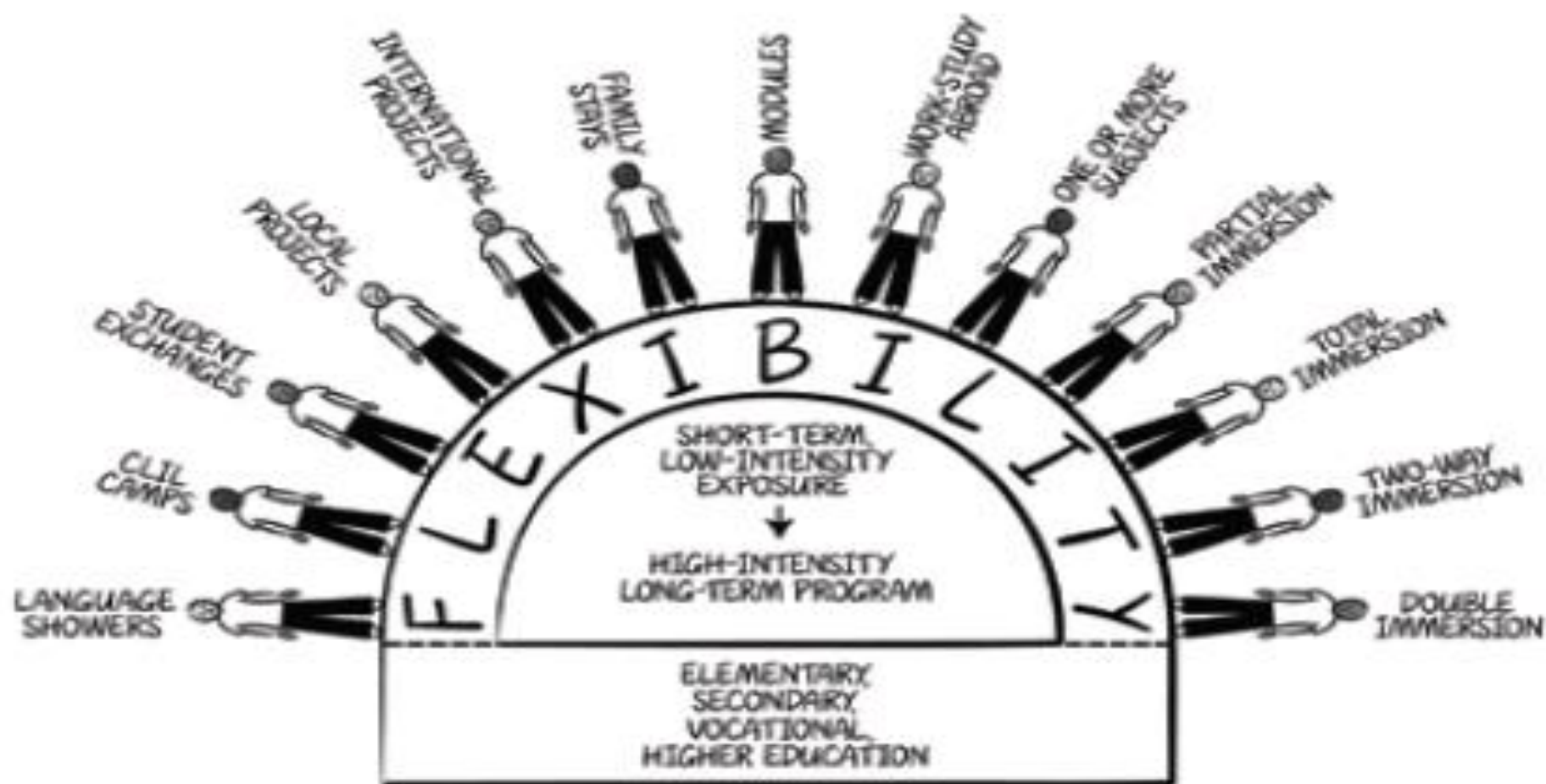
What is CLIL?

“CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language”.

(Marsh, D. 2002. *Content and Language Integrated Learning: The European Dimension – Actions, Trends and Foresight Potential*).



THE MANY FACES OF CLIL

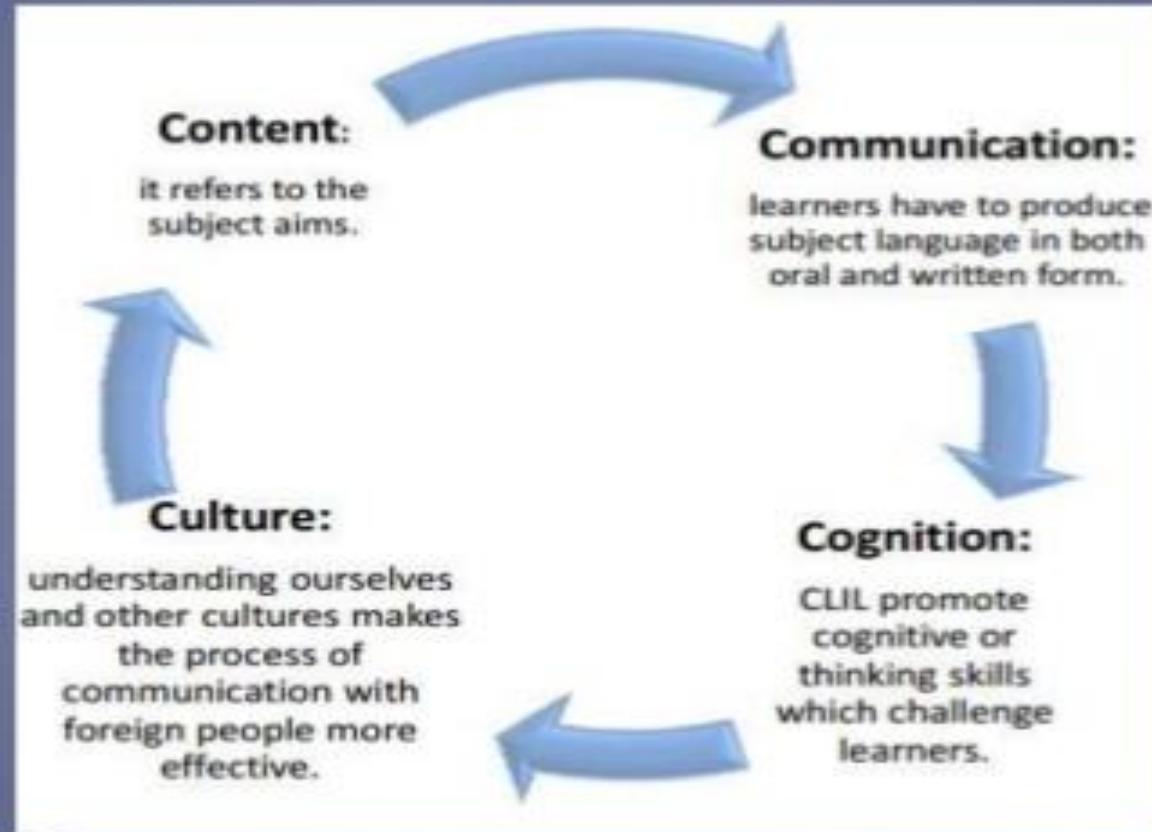


Why CLIL?

- Successful language learning can be achieved when people have the opportunity to receive instruction, and at the same time experience real-life situations in which they can acquire the language.
- More natural situation for language development which builds on other forms of learning.
- Learners look at content from a different and broader perspective when it is taught in another language.
- Developing a wider range of skills (real life and real word skills).
- It is the most appropriate solution in a globalised society that is constantly integrating new components from different languages and cultures.
- CLIL can increase your students' motivation to learn what you're teaching them.
- Preparing students for further studies and work.

THE FOUR CS

CLIL HAS FOUR BASIC COMPONENTS, USUALLY CALLED '4CS' .



THE 4C's FRAMEWORK

| Conditions | Aims for the classroom |
|--|--|
| Content: learners create their own knowledge and developing skills. | Vocabulary, purpose, diagrams, tables, experiential activities |
| Cognition: learning and thinking in terms of learner's linguistic demands. | Predicting outcomes, reaching conclusions, thinking skills, creating knowledge |
| Communication: interaction in the learning context. | Sharing, researching and comparing cultural contexts, scaffolding tasks, student talking time vs. teacher talking time |
| Culture: intercultural awareness is fundamental to CLIL. | Collaborative activities, cooperation, group tasks, respect for others |

Questions and doubts



- Regarding teachers and lecturers, do they need to do a double degree (in their subject and the other language) to become CLIL professionals?
- Do students need a particular level of English to attend a particular class or do teachers have to deal with mixed proficiency classes?
- How much or little of the curriculum needs to be taught in the target language for it to qualify as CLIL?
- Lack of materials?

content



language



Tenses needed for content understanding and reproduction

Tenses are like tools in a tool-box 😊. You only use the one you need for the job. Some tools you never use because you never do those jobs!!!

Science (including some Geography)

1. Present simple
2. Present simple passive
3. Past simple passive (experiments)
4. Will (future)

History

1. Past simple
2. Past perfect
3. Past passive
4. Third conditional



How can teachers plan for CLIL?

- Learning outcomes and objectives (learners: should know, be able to, be aware of...)
- Subject content (what content will learners revisit and what content will be new)
- Communication (collaborative learning, group work activities)
- Thinking and learning skills (lower and higher thinking skills)
- Language support (specific content vocabulary and scaffolding language)
- Tasks
- Assessment



Characteristics of effective tasks

- Would the activity **engage learners' interest**?
- Is there a primary **focus on meaning**?
- Does it have a **clear outcome** for learners to achieve?
- Is success judged in **terms of outcome**? Is **completion** a priority?
- Does it relate to **real world** activities?

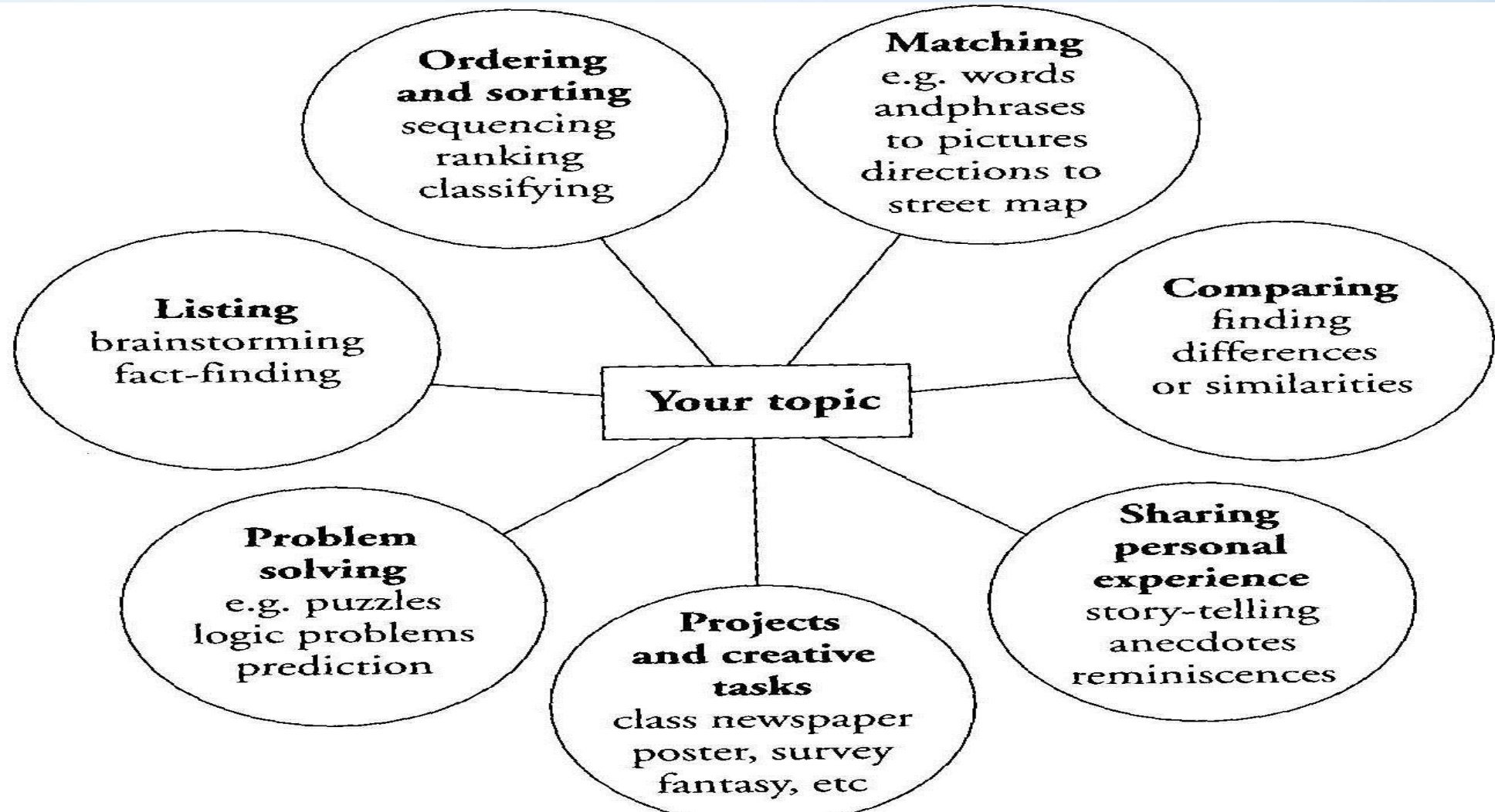


How tasks can help?

- Learners use language productively (have the freedom to express what they want to say)
- Learners ask questions about content and language to complete the task
- Effective tasks will generate meaning-focused language use and help to motivate learners
- It is suitable for mixed ability classes as learners work at their own level.



Task-based learning: 7 types of task



Websites and tools for teaching and learning CLIL

- <http://grahamworkmanbili.wikispaces.com/>

Listening

- www.lessonstrem.org

Reading

- <http://l.georges.online.fr/tools/cloze.html>

Vocabulary

- <http://www.studystack.com> <https://quizlet.com>
- <http://www.superteachertools.us>



Websites and tools for teaching and learning CLIL

Dictionaries

- <http://visual.merriam-webster.com>
- <http://howjsay.com>

Useful resources to explore

- <http://grahamworkmansecondary.wikispaces.com>
- <https://en.educaplay.com>
- <https://animoto.com>
- <https://create.kahoot.it>



KEEP CALM AND TEACH WITH CLIL!!!

