**Unit 4 CLIL**

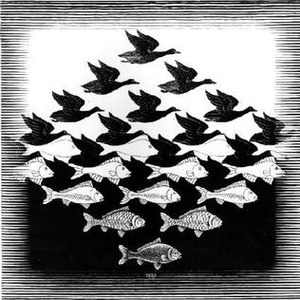
**Task 1 What is CLIL?**

**C ………………….**

**L ………………….**

**I …………………..**

**L ………………….**



(Sky and Water. M. C. Escher, 1988)

**Task 2 The 4 Cs in CLIL**

**Consider the role of the following and the links between them.**

*Content - Communication - Cognition - Culture/ Community / Citizenship*

**Which of the Cs are realised when:**

* students predict results of chemical experiments
* students classify plants according to specific criteria
* students present results of their survey on social networks behaviour
* students compare life in 19th and 20th century in pictures

**Task 3 BENEFITS OF CLIL**

**Discuss the benefits of CLIL described below, then decide which of them you find most appealing.**

1. Learning a subject through another language can provide extra motivation for the subject –

a subject taught in another language may be more interesting for learners simply because they feel they are developing language skills along with the subject. Learners blossom and feel challenged because they are learning both a subject and a language.

1. Constructivist theories of learning suggest learners build up knowledge for themselves and that learning involves making personal meaning of new material and combining it with what is already known. Learning takes place when learners themselves make sense of what they are learning. In CLIL lessons, learners link new information or ideas in another language to previous content or language knowledge in their first language.
2. Cognitive learning theories suggest that people remember things more effectively if their brains have to work harder to complete a task. For example, it is likely that bilinguals form more connections in the brain, make new connections and expand their memory because they are learning in another language. Learning a subject through another language may broaden and deepen CLIL learners´ understanding of subject concepts, their thinking skills and creativity.
3. Social constructivist theories of learning emphasise that learning is a social, dynamic process, and that learners learn when interacting with one another. Meaningful interaction is also important in CLIL. Learners who focus on communicating about the meaning of what they are learning are likely to be more effective language learners than those who concentrate on grammatical accuracy. CLIL is, therefore, ideal for language acquisition because it provides meaningful interaction about both the content and the language.

**Task 4 CLIL specifics**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Language teaching** | **CLIL** | **Immersion** |
| **Who teaches?** | Language teachers |  | Subject teachers |
| **What is the aim?** | To teach language |  | To teach content |
| **How do they assess?** | Assess and mark language |  | Assess and mark content |
| **What do they give feedback on?** | Feedback on language |  | Feedback on content |

**Task 5 Issues in CLIL**

**Read the responses to questions raised by teachers preparing to teach CLIL lessons. What were the questions they asked?**

1. …………………………………………………………………………….. ?

Make very easy tasks, where learners have to respond with only one or two words, and gradually build up to sentence level. As learners progress, create questions which involve higher-order thinking skills. Encourage every effort and praise learners who really try to speak. Allow some learners time before you insist they speak in the language in which they are learning: some learners need this ´silent period´.

1. …………………………………………………………………………….. ?

Use English and ´ignore´ learners who don´t speak it. Provide useful phrases. Give learners thinking time to prepare for speaking. Use pair and group work often. Set tasks which include information gaps so learners have to communicate.

**Video: David Marsh on CLIL**

<https://www.youtube.com/watch?v=-Czdg8-6mJA>

**Task 6A Teaching thinking skills**

**The parts of the text below are jumbled. Put them in the correct order.**

1. According to this system, *lower order* skills included recalling knowledge to identify, label, name or describe things. *Higher order* skills called on the application, analysis or synthesis of knowledge, needed when learners use new information or a concept in a new situation, break information or concepts into parts to understand it more fully, or put ideas together to form something new.
2. Nevertheless, the importance of teaching thinking and creativity remains to be an important element in modern education. Benjamin Bloom was the first to develop a highly popularized hierarchy of six thinking skills placed on a continuum from lower to higher order skills.
3. Bloom's structure was a useful starting point and triggered many applications to school activities and curricula.
4. Today there is international recognition that education is more than just learning knowledge and thinking, it also involves learners' feelings, beliefs and the cultural environment of the classroom.

**Task 6B Complete the gaps in the table with cognitive skills and examples from your field of study.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill** | **Question** | **Words** | **Examples of tasks and questions** |
|  | Can learners remember? | tell, repeat, recall, list |  |
|  | Can learners explain? | describe, explain, paraphrase |  |
|  | Can learners use the information in another situation? | demonstrate, dramatise, illustrate |  |
|  | Can learners break the information into parts and see relationships? | compare, contrast, criticise, test |  |
|  | Can learners justify a position? | argue, judge, evaluate |  |
|  | Can learners create new products? | construct, create, design |  |

**Task 6C Guiding understanding: Skinny and fat questions and thinking skills. Complete the table with the missing questions. Add an example from your field of study.**

|  |  |
| --- | --- |
| **Skinny questions (lower-order thinking skills)** | **Fat questions (higher-order thinking skills)** |
|  | What is your opinion of Chapter 8? |
| What is the greenhouse effect? |  |
|  | Can you explain the shape of the graph? |
|  |  |