**Unit 6 CLIL**

|  |  |  |
| --- | --- | --- |
| **What I know** | **What I want to know** | **What I have learned** |
|  |  |  |

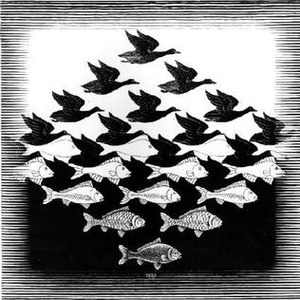
**Task 1 What is CLIL?**

**C …………………. and**

**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**

1. People learn better if they are motivated. In CLIL, …
2. Cognitive learning theories suggest that people remember things more effectively if their brains have to work harder to complete a task. In CLIL, …
3. Constructivist theories of learning suggest that learning involves making personal meaning of new material and combining it with what is already known. In CLIL, …
4. ………………………………………………………………………………………….………………………………………………………………………………………….

**Task 4 CLIL in action**

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

**Task 5 Underline the key skills of a CLIL teacher.**

CLIL teachers need to develop a range of skills. They need to have a clear understanding of how their subject uses language so that they, in turn, can help learners to notice how language is used in their subject and support them in overcoming the specific challenges associated with the language of their subject. They also need to learn how to activate their learners´ existing knowledge about the topics they are teaching to provide appropriate, multimodal input and to guide learners to actively understand and process input. In addition, they need to encourage learners to interact in their classrooms, to use activities which encourage them to think and speak and write. CLIL teachers also need to know how to assess their learners´ progress, in both content and language, and give them feedback which will help them to develop in both areas.

**Task 6 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. …………………………………………………………………………….. ?

It is more important that your learners use English. Set up pair- and group-work tasks so they interact with each other. Thank them for correcting your language and make a joke of it. You can also ask your school if you can go on a course to improve your own language.

1. ……………………………………………………………………………. ?

You can use a range of assessments. This means that students can show their understanding in different ways, which do not always involve language, e.g. using calculations, charts or drawings.

**Task 7 Video: David Marsh on CLIL**

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

**Watch an interview with an expert on CLIL. Write the questions that are asked.**

**Task 8A 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 8B 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 8C 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? |
|  |  |

Texts adapted from:Dale, L. & Tanner, R. (2012). *CLIL Activities*. Cambridge University Press.

Bennett, J. (2014). *On Teaching Science*. Big Kid Science.

Mehisto, P., Marsh, D., Frigols, M.J. (2008). *Uncovering CLIL*. Macmillan Education.