Supporting the implementation of CLIL through collaborative planning and resource development

Success Criteria

❖ Develop an understanding of key elements to consider when planning and implementing CLIL including:
  - planning for the 4Cs
  - balancing language and content demands
  - consideration of student and teacher perspectives

❖ Apply understandings of CLIL to explore a Year 7 Science unit for Japanese including reviewing:
  - language and content goals
  - effective CLIL teaching strategies providing opportunities for cognition and language output
Experiences of a Year 7 Japanese Science CLIL teacher

Thanks to Karen Muramatsu @ Glen Eira College!

What is it?
4 Cs CONCEPTUAL FRAMEWORK

**Content:** progression in new knowledge, skills and understanding; analysis of content for language demands.

**Cognition:** engagement in higher order thinking and understanding, problem solving, creativity and accepting challenges and reflecting on them.

**Communication:** meaningful interaction, progression in language using and learning, production of both oral and written texts.

**Culture:** awareness of ‘self’ and ‘others’, identity, and progression towards pluri-cultural understanding through links with partner schools; valuing of different home languages.

M. Gearon July 2011

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**What is NOT CLIL?**

- focusing on content and understanding, without specific strategies to also develop and push students' production of the NEW language which is the target for each lesson

- using content only for topics or themes to support language teaching (i.e., not an equal focus on developing students' knowledge of language and NEW content)

- using large amounts of teacher-focussed instruction and not allowing time for student-centred learning

Source: Margaret Gearon
http://clillanguageteachers.weebly.com/
What is NOT CLIL?

- replicating known content without any NEW understanding, development, or extension to existing skills or knowledge; for example, teaching the exact same content as the mainstream teacher has presented in the students’ first language, or delivering a small component of a broader topic without making connections to the wider area

- just changing the language of instruction

- focus on learning facts

Source: Margaret Gearon
http://clillanguageteachers.weebly.com/

Planning for CLIL

Embedding the 4Cs

Balancing language and content demands

Identifying cognition opportunities presented by the content

Planning for assessment opportunities
**CLIL UNIT PLANNER**

<table>
<thead>
<tr>
<th>CONTENT: [CURRICULUM AREA]</th>
<th>YEAR LEVEL</th>
<th>UNIT TIMING / TERM</th>
<th>DURATION: (number of weeks)</th>
<th>NUMBER OF LESSONS IN UNIT:</th>
<th>e.g. 10 x 60 minute lessons</th>
</tr>
</thead>
</table>

**LANGUAGE:**

**UNIT TITLE:**

**ESSENTIAL QUESTION:**

**UNIT GOALS:** Through this unit, students will be working towards being able to:

**KEY CONSIDERATIONS:** The following information relating to prior learning/contextual factors/links to future learning were considered in planning this unit:

**TEACHING AIMS (SPECIFIC ASPECTS TO BE COVERED TO SUPPORT STUDENTS IN ACHIEVING THE UNIT GOALS)**

**4CS INTEGRATED FOCUS AND LANGUAGE TRIPTYCH (COYLE, 2006; COYLE, HOOD, & MARSH, 2010)**

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>VICTORIAN CURRICULUM: [INSERT CURRICULUM AREA HERE] CONTENT DESCRIPTIONS</th>
<th>What key tasks will be provided in this unit to provide students with opportunities to engage with this content?</th>
</tr>
</thead>
</table>

**COMMUNICATION**

**VICTORIAN CURRICULUM: [INSERT LANGUAGE HERE] CONTENT DESCRIPTIONS**

What elements of the Victorian Curriculum for the selected language are addressed through this unit?

<table>
<thead>
<tr>
<th>LANGUAGE OF LEARNING</th>
<th>LANGUAGE FOR LEARNING</th>
<th>LANGUAGE THROUGH LEARNING</th>
</tr>
</thead>
</table>

**COGNITION**

What key tasks will be provided in this unit to engage students in higher order thinking?
### CULTURE

What key tasks for developing students' intercultural understandings will be included in this unit?

### ASSESSMENT

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>ACHIEVEMENT STANDARDS</th>
<th>KEY UNIT ASSESSMENT TASKS TO DEMONSTRATE LEARNER EVIDENCE OF ACHIEVEMENT AGAINST THESE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What elements of the Victorian Curriculum Achievement Standards for the chosen curriculum area are addressed through this unit?</td>
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### UNIT OUTLINE

<table>
<thead>
<tr>
<th>LESSON</th>
<th>LEARNING INTENTIONS:</th>
<th>LEARNING ACTIVITIES:</th>
<th>KEY ASSESSMENT TASKS:</th>
<th>KEY LANGUAGE:</th>
<th>RESOURCES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>We are learning to:</td>
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<td></td>
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<tr>
<td>2</td>
<td>We are learning to:</td>
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<td>We are learning to:</td>
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<tr>
<td>10</td>
<td>We are learning to:</td>
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</table>
CLIL Resources on FUSE website


These resources were developed by the MLTAV with support from the Victorian government.

The unit planner and all resources required to implement this unit are available to download from FUSE.

Resources include:
- Unit Planner
- Teacher Powerpoints
- Student Booklets
- Flashcards
- Quizlet activities
- Classroom labels
- End of unit quiz
- Worksheets
- Assessment task sheet

MLTAV was supported by the Victorian Department of Education to develop this resource. It is also available in 7 other languages.

CLIL in action

Intro, 4-5mins, 12.30 – 14.30

How did CLIL...

Planning for Communication

Identifying language demand for tasks

Planning language input

Planning scaffolding to support students’ engagement with and production of language
SCIENTIFIC PRESENTATION

1. Greetings, Introduce yourself!
こんにちは！___ です。

2. かせつ: What were your hypotheses?
わたし の かせつです。
___と___は みずに うく。

___と___は みずに しずむ。

Assessment Task: Scientific Presentation – Language Frame

SCIENTIFIC PRESENTATION

3. けっか: What happened in your experiment?
けっかです。___と___ は みずに ういた。

___と___ は みずに しすんだ。

4. こうさつ: なぜ？
Did your hypothesis and results match? Why do you think so? Why not?

5. ありがとうございました。
Thank you to the fabulous Year 7 students @ Glen Eira College!
CLIL provides an expanded window of opportunity for teaching language. Since we know that students are, generally speaking, most motivated by content and less interested in language for the sake of language, it is worth exploring how to make the most of the content opportunity in language classes.

Source: Uncovering CLIL by Mehisto, Marsh & Frigols

Resources to support implementation of CLIL
CLIL Language Teachers’ Network
Website
https://clillanguageteachers.weebly.com/

Email CLIL@mltav.asn.au to join the CLIL Mailing List

What are your CLIL questions/ challenges/ opportunities/ successes?
Further support:

Language Learning Space

MLTAV CLIL Network

Victorian Department of Education & Training

Kylie Farmer

e: CLIL@mltav.asn.au

e: kyliefiona@gmail.com

CLIL Programs – a Snapshot