Setting up for success with CLIL

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Focus of the webinar

- **What**, **How**, and **Why** of CLIL.
  - ➤ Fundamentals of CLIL **pedagogy**.
  - ➤ Some **practical ways** to put key concepts of into practice.
  - ➤ **Challenges** and **Successes** of doing CLIL.
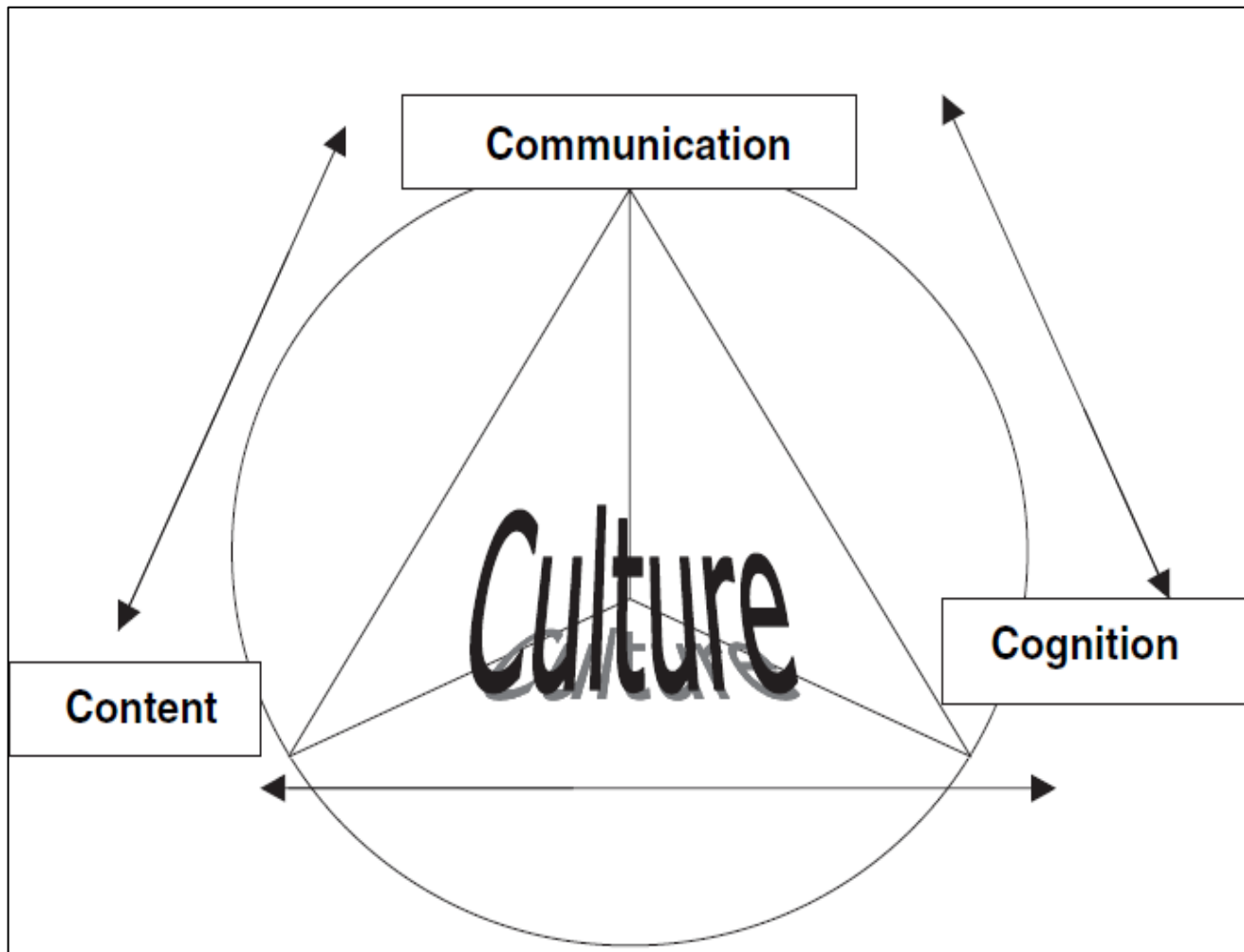 - ➤ Effectiveness of CLIL in supporting students' language **learning**, **engagement**, and **motivation**.

What is CLIL

- What does it stand for?

- **Pedagogical approach** – teaching non-language-based subject through the language students are learning.
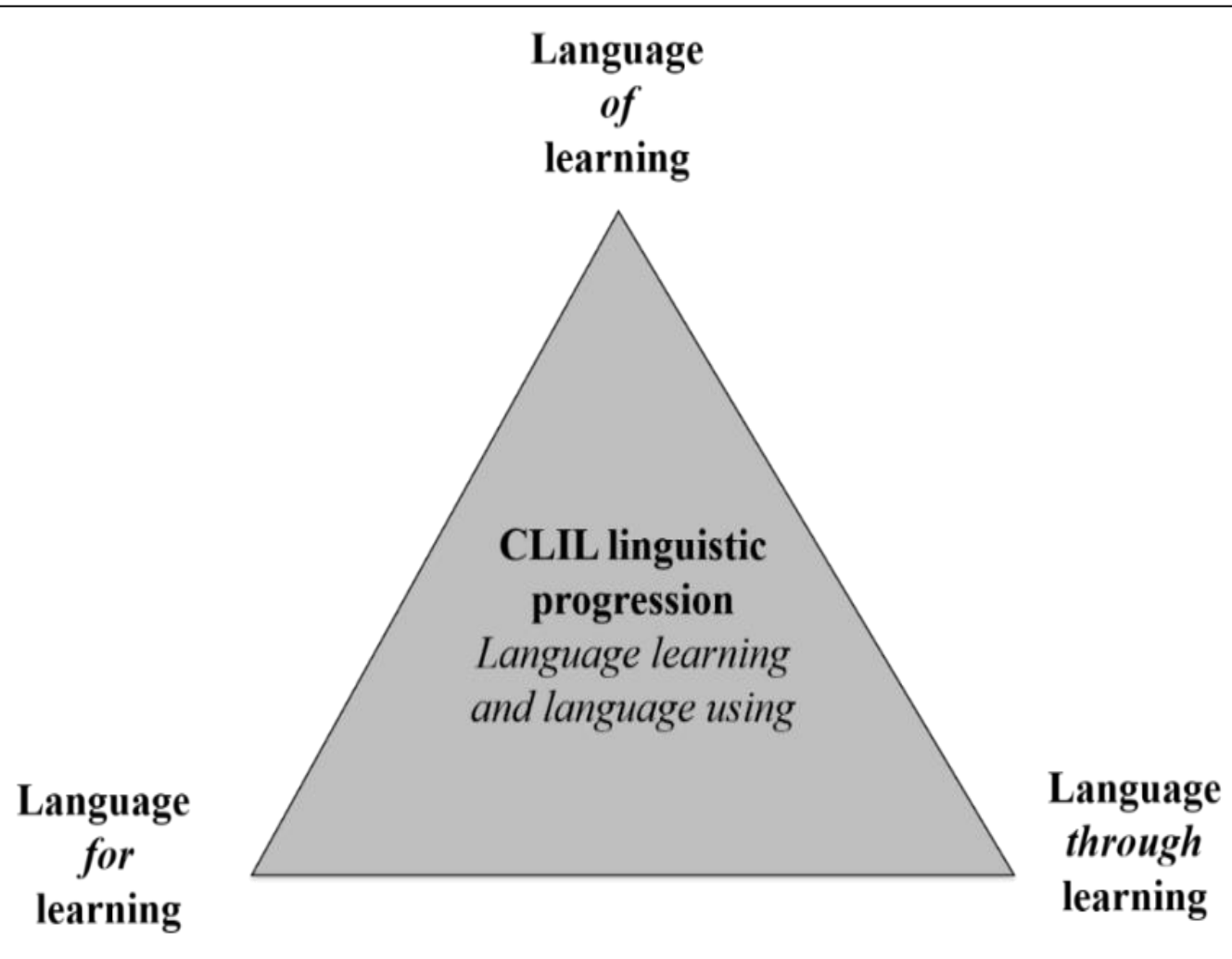
- Key = Thinking/Cognition

4Cs Framework

The 4Cs Framework for CLIL
(Coyle, 2006 in Coyle, 2007, p. 551)

- **Content:** subject matter and/or topic that drives the organisation and the implementation of CLIL programs.

- **Communication:** system of language as well as language as a mean to interact with others.

- **Cognition:** thinking and learning processes/skills (e.g., critical thinking, risk-taking) in making sense of the content learning and interaction/language.

- **Culture:** intercultural understanding such as how different learners make sense of the learning and interaction based on their specific sociocultural background and/or based on pedagogy or discipline specific classroom conventions

Language Triptych

Language
of
learning

CLIL linguistic
progression
*Language learning
and language using*

Language
for
learning

Language
through
learning

The language triptych in CLIL
(Coyle et al., 2010, p. 36)

- **Language *of* learning:** Language embedded in the content being studied, and required to access those concepts, knowledge, and/or skills

- **Language *for* learning:** Language that enables learners to function effectively in the classroom with other students and the teacher as well for managing one's own learning and understanding.

- **Language *through* learning:** Language that emerges through participation in learning activities

7 guiding principles of CLIL

1. Content matter is not only about acquiring knowledge and skills, it is about the learner creating their own knowledge and understanding and developing skills (personalized learning).

2. Content is related to learning and thinking (cognition). To enable the learner to create their own interpretation of content, it must be analysed for its linguistic demands.

3. Thinking processes (cognition) need to be analysed for their linguistic demands.

4. Language needs to be learned which is related to the learning context, to learning through that language, to reconstructing the content, and to related cognitive processes. This language needs to be transparent and accessible.

5. Interaction in the learning context is fundamental to learning. This has implications when the learning context operates through the medium of a foreign language.

6. The relationship between cultures and languages is complex. Intercultural awareness is fundamental to CLIL.

7. CLIL is embedded in the wider educational context in which it is developed and therefore must take into account of contextual variables in order to be effectively realized.

(Coyle, Hood, & Marsh, 2010, p. 42)

Why CLIL?

- Different
- Authentic
- Relevant
- Using language to learn
- Encouraging students to THINK
- Challenging
- Facilitating motivation and engagement

Why did I do CLIL

- Japanese and Science
- Low SES
- Lower bands of overall academic achievements in the outer western suburb
- Encountered various challenges in my Japanese classes
  - Behaviour
  - Motivation and engagement
  - Autonomy

- Something needed to be done!!!

How do we start?

Start small!

- CLIL-like lesson(s)
- CLIL lesson(s)
- Short unit of work

Things to do

a) Decide subject area/topic – e.g., extension to the topics students are doing (you may want to talk with subject teachers)

b) Look at the curriculum (Subject and Language)

c) Think
   - Types of activities
   - Kinds of language required for a lesson(s) or unit of work
   - How to assess

My journey

CLIL-like lessons

- Water Cycle – Year 9
  - ➤ Students knew the content
  - ➤ New vocab and grammar
  - ➤ Cut and paste activity
  - ➤ Pair/small group tasks
  - ➤ Created a water cycle diagram using Japanese

Which of the 4Cs are covered?

(Content, Communication, Cognition, Culture)

Preparing for a CLIL program

Professional certificate in education (CLIL)

Developing Unit Plans (5-6 weeks)

- **Unit plans**
  - ➢ Year 7 - Ecosystem, Environmental Issues and Sustainability
  - ➢ Year 8 - Waste, Recycling and Sustainability
  - ➢ Year 9/10 - Ecosystem, Climate Change and Sustainability

- **Process**
  - ➢ Curriculum -> Assessments -> Overall plan -> Lesson plans -> Resources

- **Resources**
  - ➢ Pictures, posters, handouts (worksheet/vocabulary/phrases), some PPT

Unit Plan Example
Year 8 - Waste, Recycling and Sustainability

CLIL Language: Japanese

CLIL Discipline/Subject Area: Science/Environmental Science

MODULE TITLE: Waste Issues, Recycling and Sustainability

YEAR LEVEL: 8

TOTAL NUMBER OF LESSONS: 10 x 72 minutes (5 weeks)

GOAL/S FOR THE UNIT:

CONTENT GOALS	LANGUAGE GOALS
• To explain appropriate disposal methods for recyclable, non-recyclable, biodegradable and non-biodegradable products. • To explain different waste management systems in Japan and Australia • To explain how inappropriate human waste management practices affect the ecosystem and environment • To explain the relationship among production of materials, energy input/use and environmental impact • To create a visual organiser to represent different waste management practices	• To use adjectives and verbs in writing and speaking • To develop skills in reading scientific texts (e.g. report, graph) • To use content obligatory vocabulary (i.e. environmental lexical about ecosystem and waste and verbs to describe positive and negative waste management processes) and language forms to create a visual organiser

LEARNING OUTCOMES

CONTENT: Australian National Curriculum – Science: Year 8

Science as a Human Endeavour: Use and influence of science – Use and Influence of Science (ACSHE135):

• Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations.

• Investigating requirements and the design of systems for collecting and recycling household waste

Science Inquiry Skills – Processing and analysing data and information (ACSIS144):

- Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships

LANGUAGE (including culture): AusVELS Pathway 2 Level 8

- Students begin to understand and use the language within the world of their own experience, including the world of learning, with some topics drawn from other domains.

- Students learn strategies for retaining language information for later use in new applications, and understand how parts of the language system work.

PRIOR KNOWLEDGE – CONTENT AND LANGUAGE

CONTENT:

- Recyclable, non-recyclable, biodegradable and non-biodegradable products (i.e. what these are)

- General understanding about disposal of waste and recycling (household level) and issues of littering (school and community levels)

LANGUAGE:

- Japanese scripts – all 46 hiragana and 46 katakana letters

- Lexis – nouns and verbs related to self-introduction, numbers, places (cities and countries), family members, daily routine, food and sports

- Syntax – Students have an understanding of simple grammatical structure in Japanese; that is, verb is always placed at the end of a sentence. They also have understanding of how to make a question sentence using what, when, where, who and how.

TEACHING AIMS AND OUTCOMES (what I want to teach for each of the 4Cs)

CONTENT:

Students will be able to:

- explain different ways of managing waste – recyclable, non-recyclable, biodegradable and non-biodegradable products

- explain the relationship among production of materials, energy input/use and environmental impacts
- specify how inappropriate waste management practices affect the ecosystem/environment

COGNITION/THINKING SKILLS:

Students will be able to:

- remember relevant content obligatory vocabulary and forms/grammar
- use their content understanding and language knowledge and skills to present their findings
- evaluate and explain how inappropriate waste management practices affect ecosystem/environment

CULTURE/INTERCULTURAL KNOWLEDGE:

Students will be able to:

- analyse similarities and differences Japanese and Australian waste management practices

COMMUNICATION:

Language OF learning:

Nouns

Ecosystem: せいたいけい	Environment: かんきょう	Rubbish: ごみ	Plastic: プラスチック
Metal: きんぞく	Food: たべもの	Glass: ガラス	Steel: スチール
Aluminium: アルミニウム	Compost: コンポスト	Recycle: リサイクル	Who: だれ
What: なん・なに	Biodegradation: せいぶんかい		

Verbs

Go: いきます	Do: します	Dispose of: すてます	To affect: えいきょうします
Become: なります	Can: できます		

Adjectives

| Easy: かんたんな | Difficult: むずかしい | Cheap: やすい | Expensive: たかい |

Adverbs

| Where: どこ | How: どうやって |

Conjunctions

| And: そして | And then: それから | But: でも | Sometimes: ときどき |
| Always: いつも | For example: たとえば |

Grammar

- A becomes B: _____A_____ は _____B_____に　なります。
- A can be B: _____A_____ は _____B_____できます
- A affects B: _____A_____ は _____B_____に　えいきょうします。
- A is <u>adjective</u>: A は <u>adjective</u> です。

Language FOR learning:

- Asking questions – For example:
  a) What is it?: なんですか
  b) Why is it?: なぜですか
  c) How can we do?: どうやって　できますか
- Asking for clarification, repetition and help – Set expressions are:
  a) What does it mean?: どういう　いみ　ですか
  b) Please say it again: もういちど　おねがいします
  c) Please give me a hand: たすけてください

Language THROUGH learning:

- Incidental language needs and skills such as:

  a) Waste related nouns and verbs that are not explicitly covered as part of Language of/for Learning

  b) Word search using Japanese-English dictionary

BRIEF DESCRIPTION OF KEY TEXTS (GENRE, GRAMMAR AND LEXIS):

The key texts used in this unit are based on: a year 8 Science textbook and relevant information on internet websites.

Genre:

These key texts incorporate the following science genres:

- Science explanations – descriptions (written and visual diagrams) about waste management (appropriate and inappropriate practices) and energy input/use for producing materials and its environmental impact

Grammar:

Simple use of adjectives and verbs:

Lexis:

Key lexis from the texts listed above include a range of: Scientific nouns, Scientific concepts and Adjectives

ASSESSMENT TASKS:

Assessment for Learning	Assessment of Learning
- Pre-test – multiple choice and short answer questions about waste management, recycling, material production and energy input and environmental impact (conducted in English) - Cloze worksheet – completing the explanation of scientific concepts	- Creating a visual organiser – use of content obligatory language to assess students' understanding of the content covered in the unit (knowledge test). - Waste investigation/audit sheet

Assessment for Learning	Assessment of Learning
• Vocabulary matching (pair/group work) – matching up sentences about waste management, human impact and environment • Waste management action (writing using a template) • Exit pass (Learning journal) • Class observation – students' understanding (content and language), work performance (autonomy and collaboration) and incidental questions are dealt with through informal observation	• Oral presentation of waste audit and recommendation • Poster/PowerPoint about waste management in Japan and Australia • Oral presentation using the waste management poster/PowerPoint • Post-test – multiple choice and short answer questions about waste management, recycling, material production and energy input and environmental impact (conducted in English)

OTHER RESOURCES:

• Worksheets • Year 8 CLIL handbook (content obligatory lexicon and syntax) • Various PowerPoint presentations for different lessons • Exit pass – Learning journal • Japanese-English dictionary • Modified version of Year 8 Science textbook • Class set of netbooks	• Butcher's paper for brainstorming, creating visual organiser/flow chart • YouTube videos – waste management, composting, recycling, material life cycle, littering and waste issues • Waste investigation/audit sheet • Waste management action writing template • List of useful websites for research

SEQUENCE OF TEACHING AND LEARNING ACTIVITIES (key texts used for the lesson are specified in brackets)

LESSON	TEACHER ACTIVITY	LEARNER ACTIVITY
Lesson 1	**Topic**: Introduction to CLIL and waste management and issues in different areas	
	Focuses of Lesson Content focus (CF): to explain appropriate waste management practices Language focus (LF): to use content obligatory lexis, especially nouns to describe waste management and associated issues	
	Learning Tasks – Introduction and Prior Knowledge • Explain an overview of the unit and pre-CLIL questionnaire • Revision of different waste management practices at home as well as issues in different areas (e.g. household and school) • Conduct a pre-test	• Listen to the overview and seek clarifications if required to understand aims, outcomes and delivery of the unit • Provide answers about waste management and associated issues (English) • Complete the pre-test (English)
	Learning Tasks – New Knowledge • Hand out and explain how to use Year 8 CLIL handbook • Show pictures and diagrams to illustrate the waste management methods for recyclable, non-recyclable, biodegradable and non-biodegradable products • Demonstrate how to complete the ごみのすてかた worksheet by writing names of different materials (recyclable, non-recyclable, biodegradable and non-biodegradable products) to into appropriate bins drawn on the worksheet	• Check the handbook • Complete the ごみのすてかた worksheet by writing names of different materials into correct bins illustrating waste management. Then write the following sentences: - For general waste, write: I dispose of … - For recycling, write: item can be recycled - For green waste, write: item goes in to a green bin - For compost, write: items become compost Once finished, draw appropriate pictures next to the words
	End of Lesson • Review new knowledge introduced in class by asking questions	• Answer questions (in English) • Complete the exit pass (learning journal)

Lesson Example

Waste disposal and issues

ふくしゅう

なんですか？
- リサイクル
- ごみ
- コンポスト
- みどりごみ

ふくしゅう

- なんですか???
  - ごみを　すてます

  - アルミニウムは　リサイクルできます

  - くさは　みどりのごみばこに　すてます

  - たべものは　コンポストに　なります

ごみの　すてかたと　もんだい

Content focus (CF):

to identify and explain waste management and associated issues

Language focus (LF):

to use key vocabulary, especially nouns to describe inappropriate waste management

いい ごみのすてかた	わるい ごみのすてかた
ごみを ごみばこに すてます	ポイすてを します
リサイクルを します	リサイクルを しません
コンポストを します	コンポストを しません
むだを しません	むだを します

・・・は　かんきょうに　えいきょうします

ポイすて

コンポストをしません

リサイクルを　しません

ごみ

・・・は　かんきょうに　えいきょうします

むだ

ポイすて

リサイクルを　しません

ポイすて

ごみの　すてかたと　もんだい

- フローチャートを　かいてください
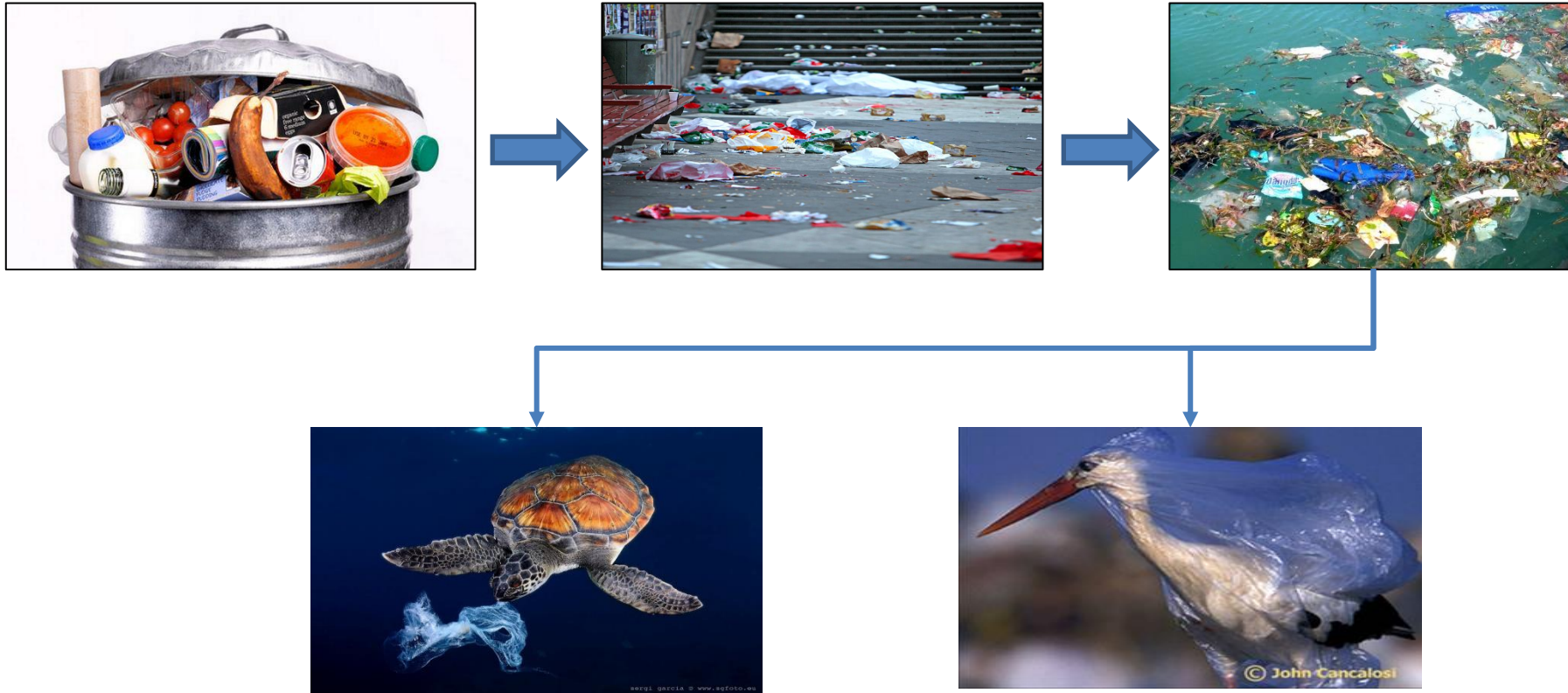
がっこう???

いい　ごみのすてかた	わるい　ごみのすてかた

つぎのクラスーごみのちょうさ

- がっこうの　ごみの　ちょうさ
- 8かしょ
- ごみの　しゅるい(えいごと　にほんご）
- ちょうさの　レポート

ばしょ

CLIL lessons: Language and Assessment

- Language assessed and reported
- Content assessed but not reported
- Presentation
- Posters
- Use of L1 – Learning intentions and behavioural management

Challenges and Successes

Challenges

- Preparation (6 months)

- Getting students understand what CLIL is and its purpose

- Use of Japanese (I needed to really think about what I would say)

Successes

- Higher engagement and motivation

- Building confidence in students

- Enjoyment for both students and me

- More learning
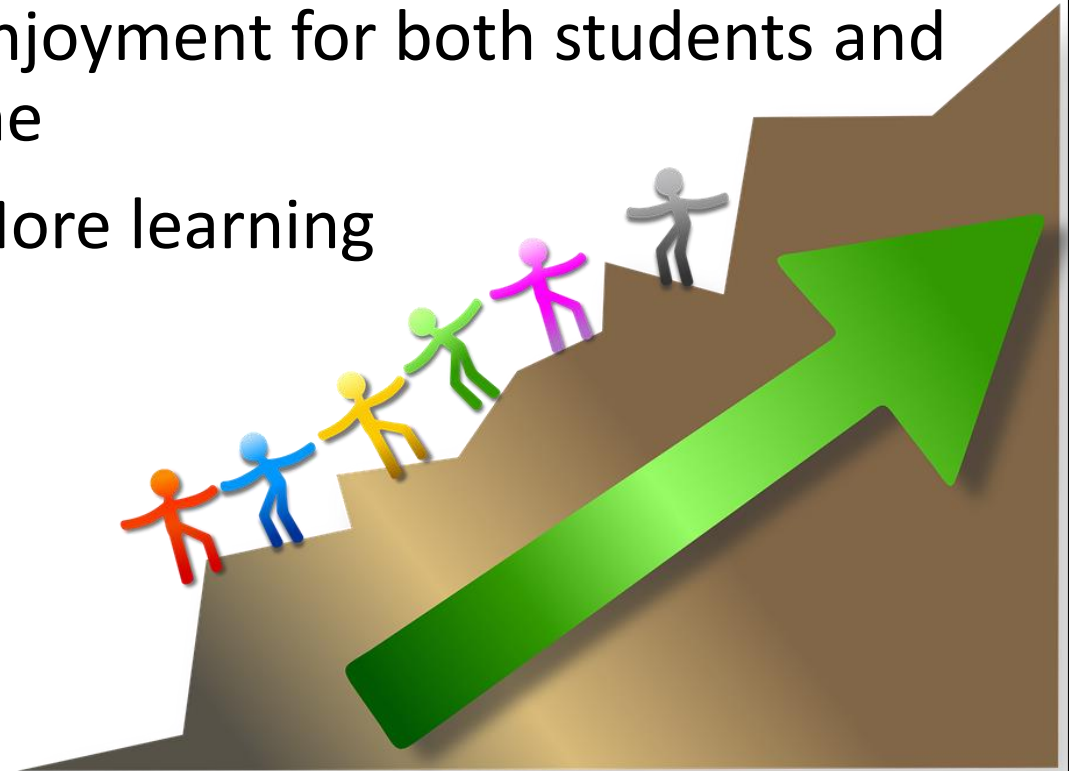
More Information and Resources

Thank you