

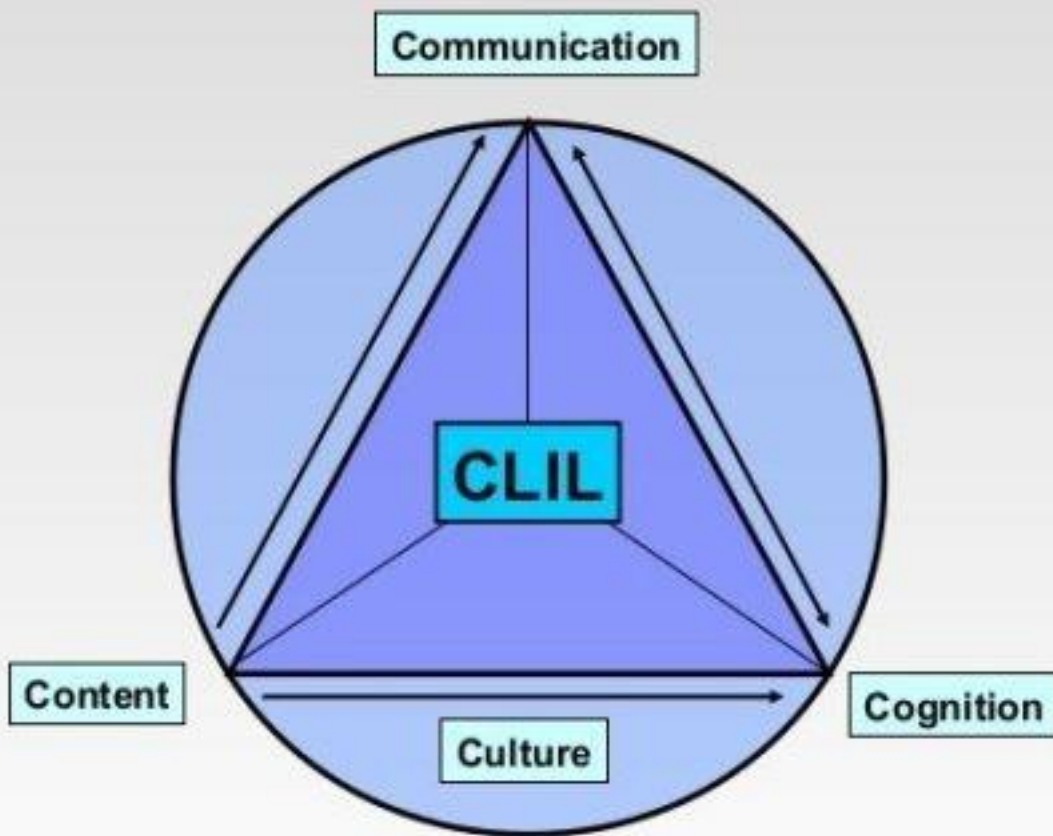
CLIL



Jennifer Schmidt 4 C's



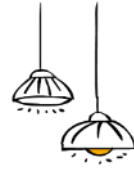
THE 4Cs FRAMEWORK



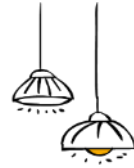
It is a design...not a method.



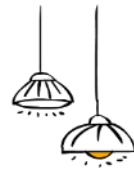
CLIL is a design...not a method.
We need to use other
methods inside CLIL.



1. Content



2. Communication



3. Cognitive



4. Culture



01

Content



Content in CLIL

Resources: <https://www.languages.dk/clil4u/>

See the content list. CLIL is content-based.

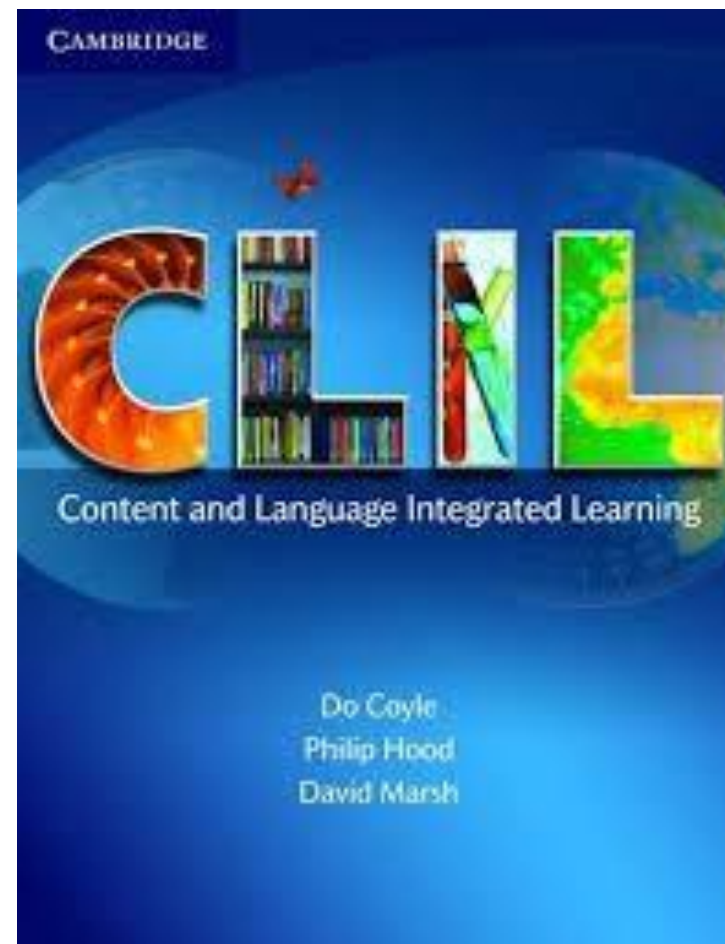
The content teacher

A **content teacher** is someone who teaches a subject — for example, music, architecture, or biology. However, using CLIL as an approach is more than just switching to English to teach another subject. Content teachers are not normally experts in language acquisition or pedagogy. Therefore, to teach their subjects, content teachers usually require some amount of training and might also use both their students' native language and English, a technique known as *translanguaging*. They'll also depend on the support of the language teacher.

The language teacher

The **language teacher** is primarily responsible for teaching English (or another language), but in CLIL methodology, he or she also supports the content teacher by introducing relevant vocabulary and functional language related to a given subject (history or biology, for example) and by emphasizing critical thinking.

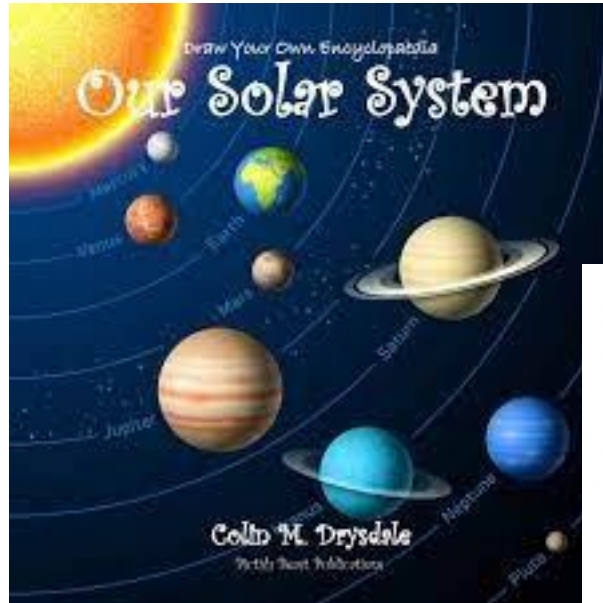
As an example, think of an earth science class. The content teacher explains the water cycle through pictures, demonstrations, English, and if necessary, the students' first language (or L1). In tandem, the English teacher might cover language for explaining sequences and processes (*first, next, then, after that*), language for cause and effect (*because of, due to, results in*), and word forms (*vapor, evaporate, evaporation*).



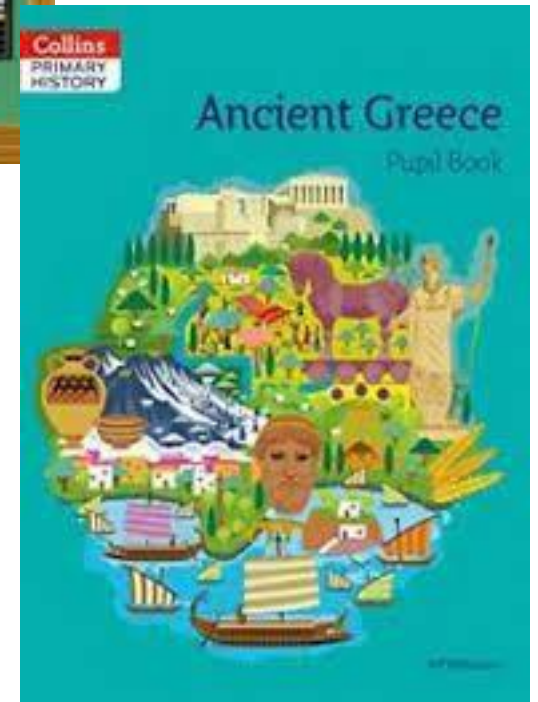


Content in CLIL

What is content for CLIL Teachers?



Click on the words.
Listen to the words.
Repeat the words.

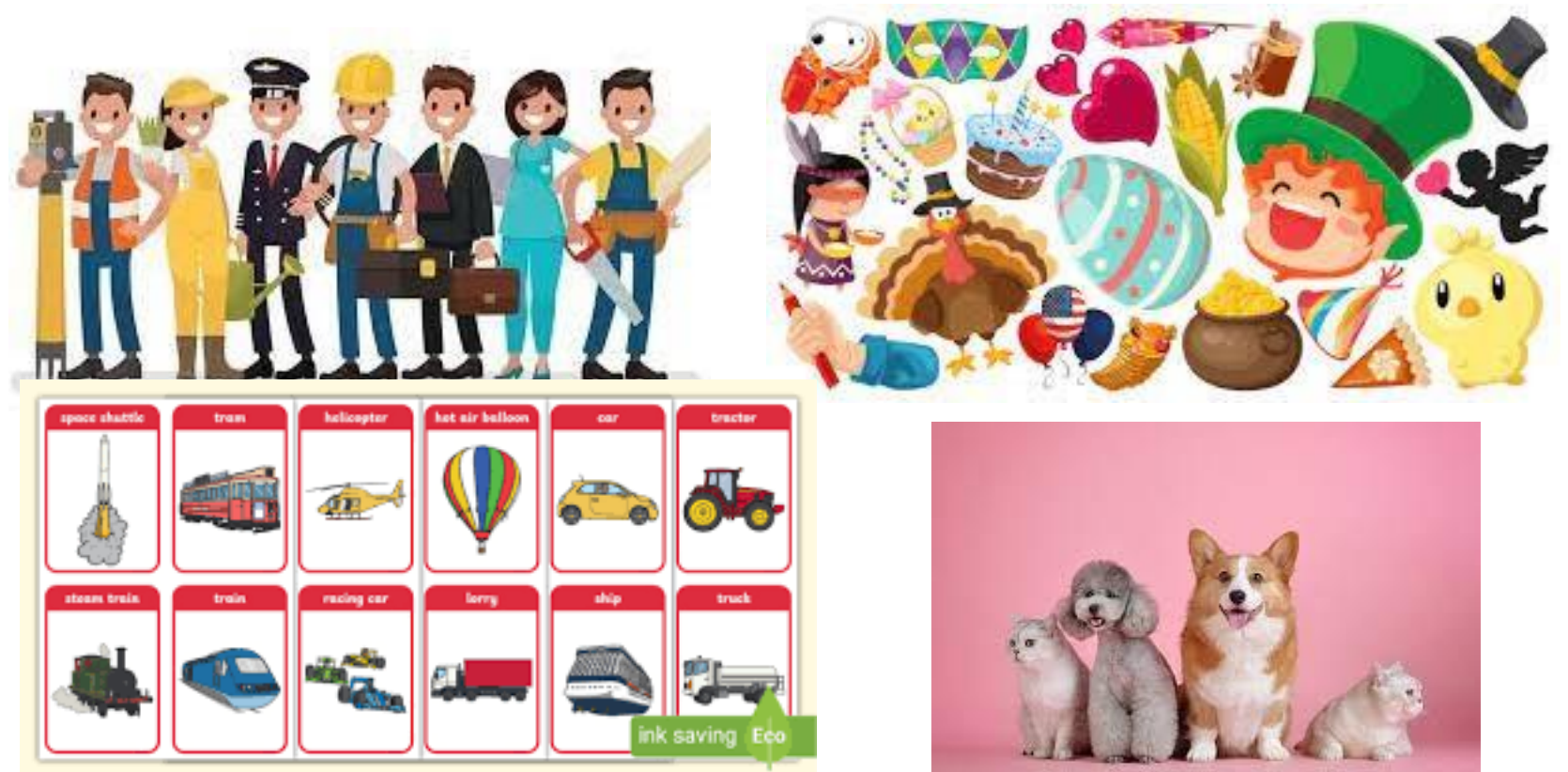
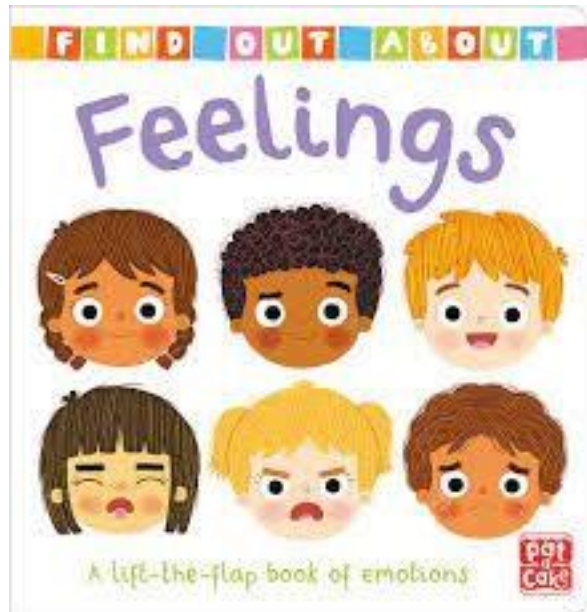




Content in CLIL

Can English teachers teach in CLIL?

Yes, but you would need to look at your material as content or as themes.





Content in CLIL

Remember in CLIL, content should be multimodal.
Multimodal input.
FIRST C of CLIL is CONTENT.

Videos

Images

Games

Experiments

Simple reading - story books

Simple conversation

Objects

Arts and crafts

Music

Dance



Content in CLIL

The image shows a YouTube video player interface. At the top, the logo 'CLIL4U' is displayed in blue, with the website 'www.languages.dk' below it. Underneath is the European Union flag and the text 'Lifelong Learning Programme'. A small disclaimer at the bottom of the video frame reads: 'CLIL4U has been funded in part by the European Commission. This video reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.' The video player controls show a progress bar at 0:01 / 14:15, a play button, and icons for closed captions, settings, and full screen. Below the video player, the title 'Six videos demonstrating CLIL used in classes from primary schools and vocational colleges' is visible, along with '109,503 views • Oct 30, 2015' and engagement icons for likes (970), dislikes (25), share, save, and a menu icon.

How is this teacher using multimodal input?

Let's discuss

<https://www.youtube.com/watch?v=dFuCrXRobh0>



02

Communication



Communication in CLIL

BICS

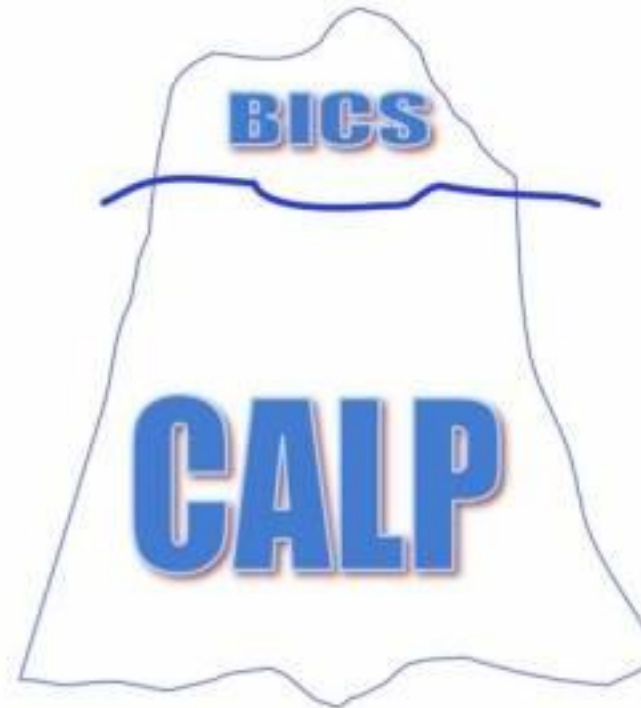
Basic Interpersonal Communication Skills

- conversational, social, everyday language
- fluency takes 1-3 years
- often includes a 'silent period'

CALP

Cognitive Academic Language Proficiency

- school, textbook, academic language
- takes a minimum of five years to develop even an intermediate fluency; takes a whole lifetime to develop fully



English teacher

or both

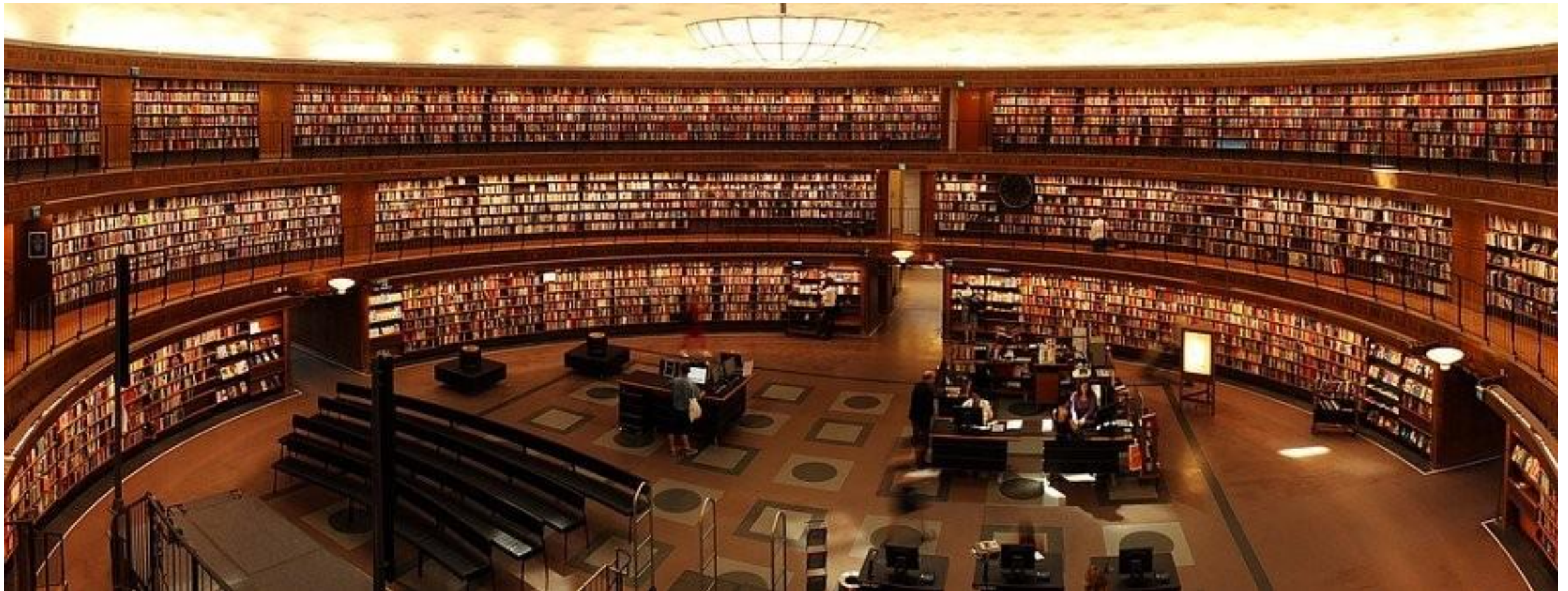
Content teacher

You should still understand CLIL and what is happening in the content classroom.



Communication in CLIL

Start by activating prior knowledge and introducing some new words, concepts, emotions, and grammar.





Communication in CLIL

Schema: Prior Knowledge

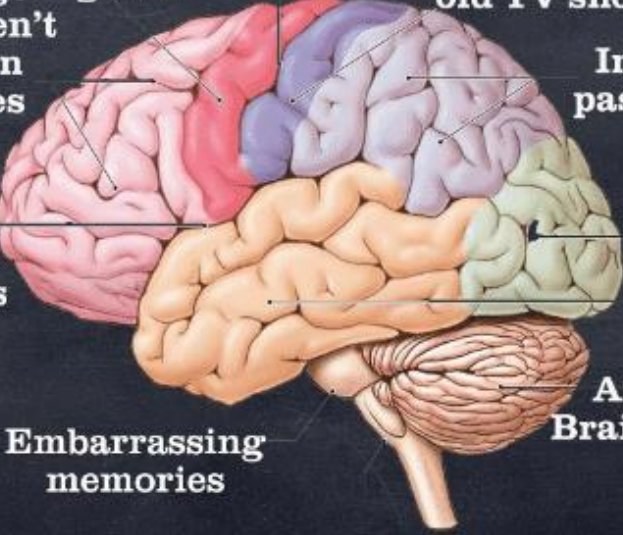
....and a little cognitive

Start by activating prior knowledge and introducing some new words, concepts, emotions, and grammar.

Assimilation	Accommodation
 <p>Saw this four-legged animal for the first time.</p>	 <p>Existing Schema: His four-legged pet is a dog.</p>
 <p>Existing Schema: His four-legged pet is a dog.</p>	 <p>Someone points out that this is a cat, though it has four legs.</p>
 <p>Child will call this a dog.</p>	 <p>Realises that all four-legged animals are not dogs.</p>

Pedicaa.com

What Is Stored Where In Your Brain



Lyrics to songs you haven't heard in decades

Panic gland

Worries

Quotes from old TV shows

Internet passwords

Where you put your keys

Regret

Embarrassing memories

Another Brain maybe

Dave



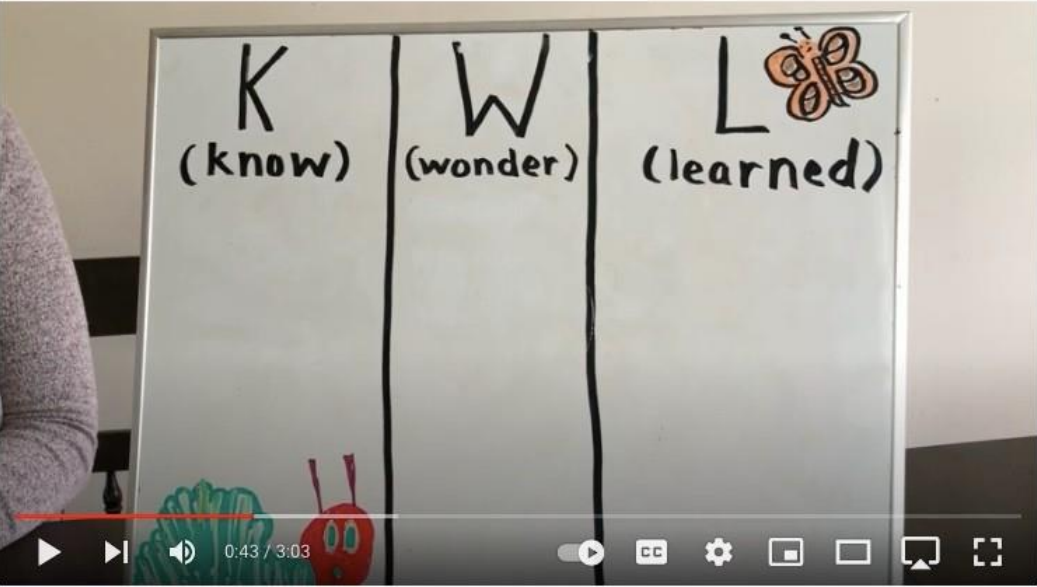
Communication in CLIL

Schema: Prior Knowledge

....and a little cognitive


What themes, experiences, words, concepts, and grammar do they already know?

What new things could I introduce before starting the unit?



K
(know)

W
(wonder)


L 
(learned)

0:43 / 3:03

KWL Chart

12,931 views · Apr 5, 2020

LIKE DISLIKE SHARE SAVE ...

 **Samantha Rollins**
249 subscribers

SUBSCRIBE



Communication in CLIL

....and a little cognitive

Advance Organizer

- ★ Engage the learner
- ★ Activate prior knowledge
- ★ Ask questions & involve students
- ★ Think in pairs
- ★ Review concepts and introduce new ones
- ★ Correct misconceptions or open mind to new possibilities
- ★ Create prior knowledge or background
- ★ Introduce a driving question



03

COGNITIVE



Cognitive in CLIL

Cognitive

(with content, communication, and culture)

Biggest area of lack I usually see in classes...

Pressure to use books

Lack of time

Pressure to cover material

Lack of resources and preparation time

System issues (changing teacher levels..too many levels)

Social issues (lack of cognitive skills development at home in some cases)

Cognitive development helps make everything else possible.

With this one game, paper, techniques, you can cover all cognitive issues in students.



THERE WILL BE
NO MIRACLES
HERE

Cognitive: Information is stored, processed, and retrieved. It is complex!



Cognitive in CLIL

Cognitive development is a lifelong journey.

Teachers need to be trained in what this actually means and how it develops. Then, teachers can choose age appropriate activities for their students.

Since this course is primarily aim at longer primary, we will focus on that.





Cognitive in CLIL

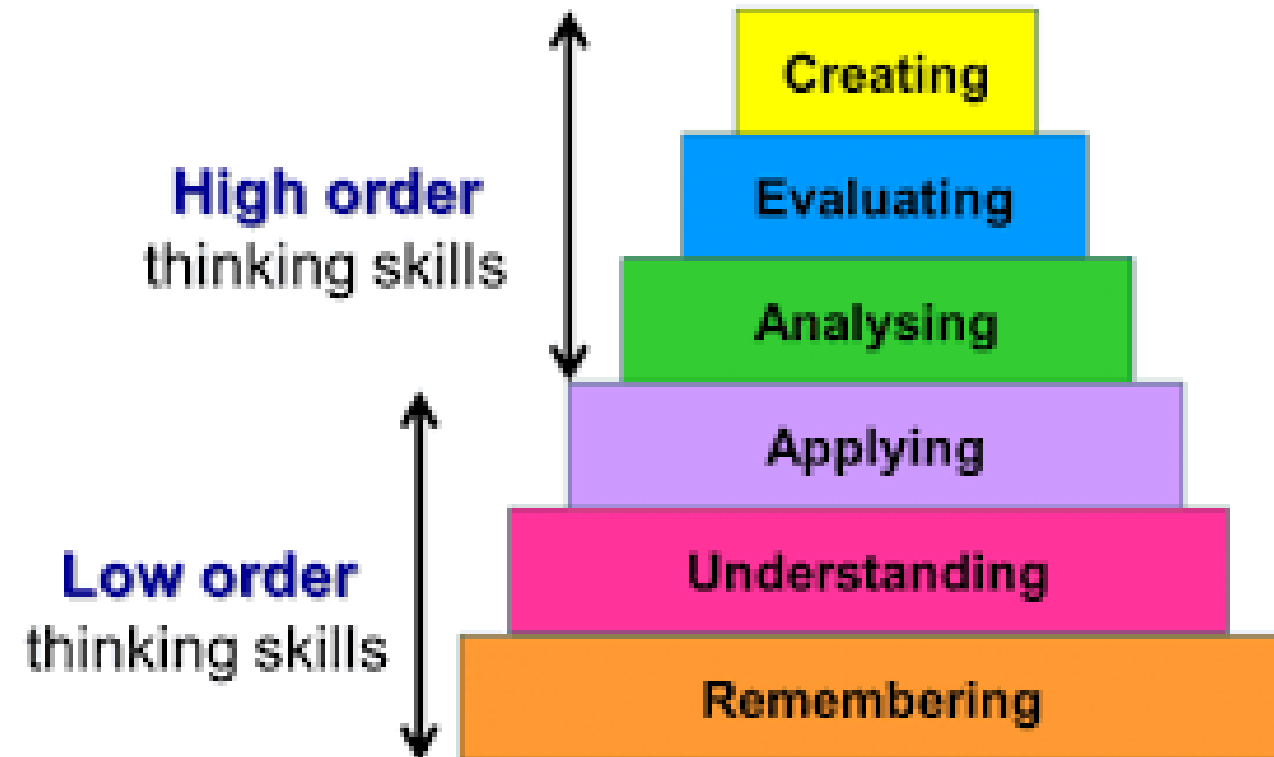
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21st Century Skills

Metro 4Cs Rubric Performance Areas

- Critical Thinking**
 - Information & Discovery
 - Interpretation & Analysis
 - Reasoning
 - Constructing Arguments
 - Problem Solving
 - Systems Thinking
- Collaboration**
 - Leadership & Initiative
 - Cooperation
 - Flexibility
 - Responsibility & Productivity
 - Collaborate Using Digital Media
 - Responsiveness & Constructive Feedback
- Communication**
 - Effective Listening
 - Delivering Oral Presentations
 - Communicate Using Digital Media
 - Engaging in Conversations & Discussions
 - Communicating in Diverse Environments
- Writing to:**
 - Inform
 - Support an Argument With Claims
 - Engage and Entertain
- Creativity**
 - Idea Generation
 - Idea Design & Refinement
 - Openness & Courage to Explore
 - Work Creatively with Others
 - Creative Production & Innovation





Cognitive in CLIL

How can teachers make it happen?

Cognitive development is a lifelong journey.

Teachers need to be trained in what this actually means and how it develops. Then, teachers can choose age appropriate activities for their students.



Games
Singing
Dance
Sports
Movement

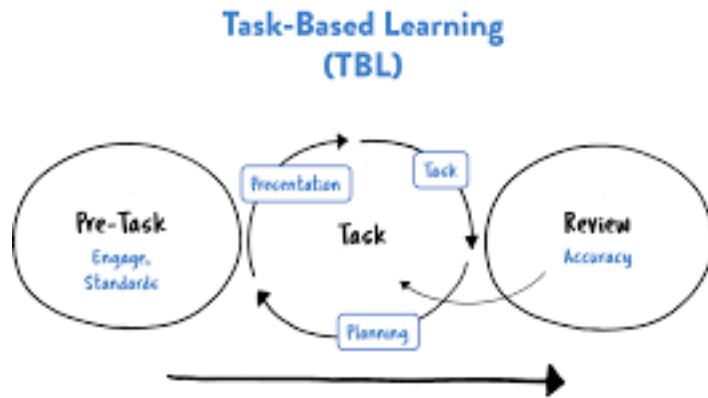


Cognitive in CLIL

How can teachers make it happen?

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Teachers need to be trained in what this actually means and how it develops. Then, teachers can choose age appropriate activities for their students.





Cognitive in CLIL

Good CLIL examples. Let's analyze for cognitive.

All of these are interconnected.

See these lesson plans. Developing cognitive: creating, categorizing, making

<https://www.teachers-zone.com/clil-lesson-plans.html>

<https://www.youtube.com/watch?v=KPPZX8itSwk>

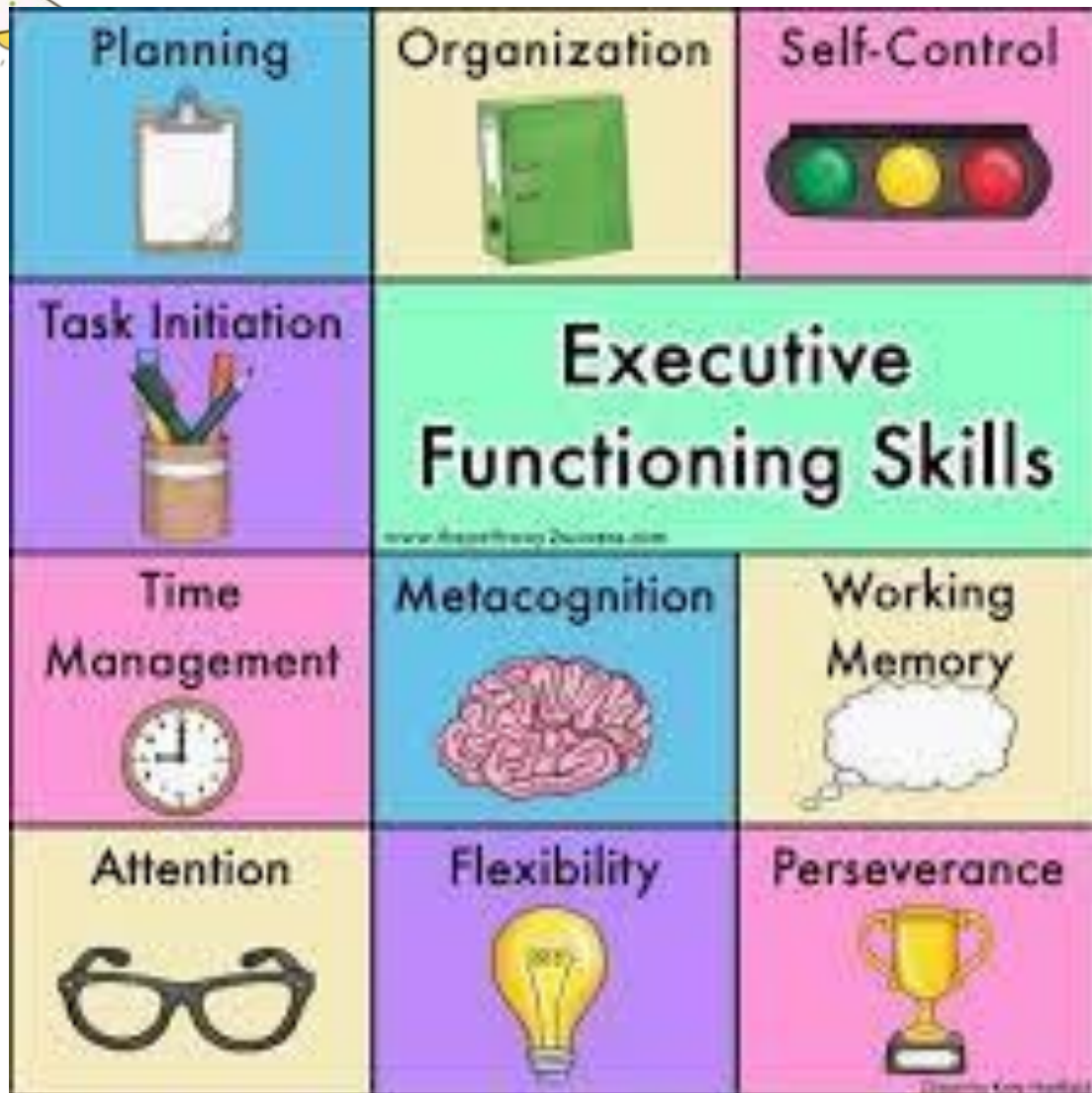
<https://www.youtube.com/watch?v=Yx7PQn6jo4U>

<https://www.youtube.com/watch?v=sy3z-Y1G6Oc>

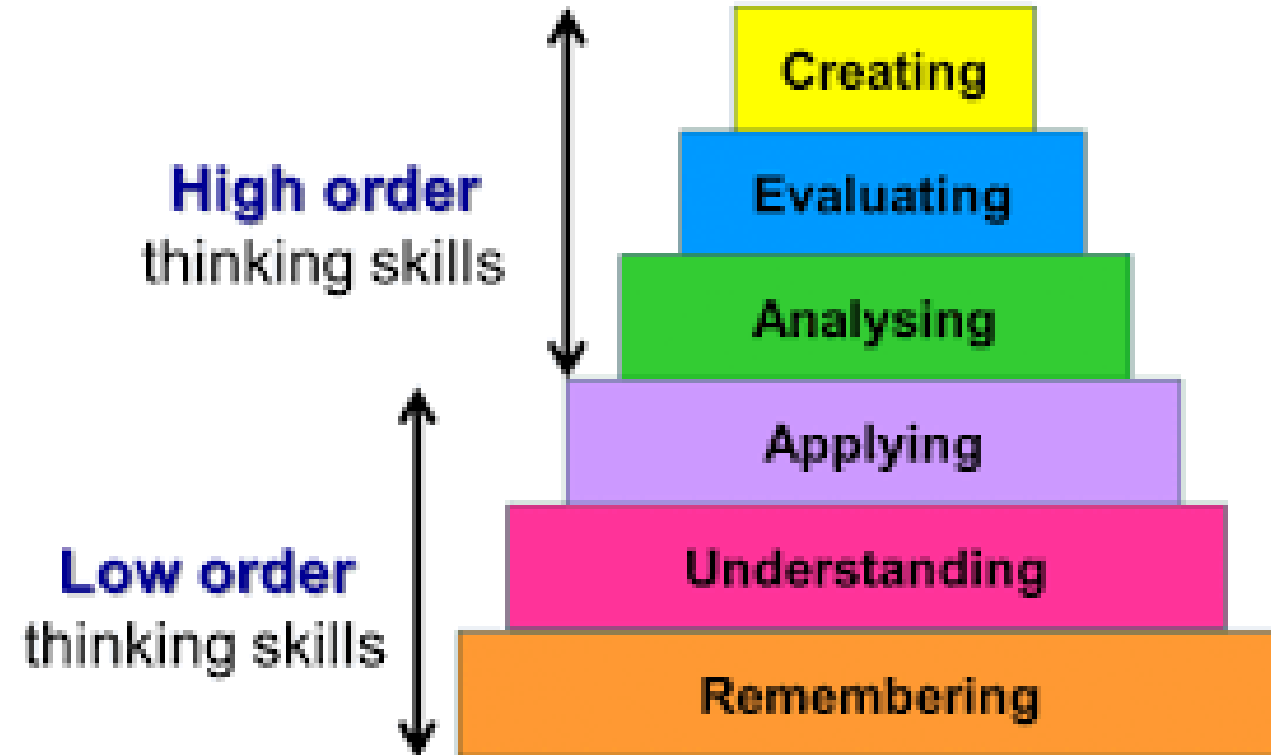
<https://www.youtube.com/watch?v=vRQ5CB5SJ4k>

<https://www.youtube.com/watch?v=fCbN68-fjWM>

4C's of CLIL



We don't want the teacher doing everything.



Content and language through the tasks.



04

CULTURE



Culture in CLIL

How can teachers make it happen?

Traditions / Community / Citizenship / World Citizen

Theory of Mind
Culture and Language

SEL: Social Awareness / Relationship Skills /
Responsible Decision Making

Content content and communication to real life.





Culture in CLIL

Songs, Stories, News, Videos, Interviews, Movies, Experiences, Field trips, Traditions, Games, Clothes, Design, Nature, History etc etc

