CLIL Mondays

Learning Through Languages UK

CLIL talks

Tips to elaborate a simple CLIL lesson plan:
what to add and what to avoid

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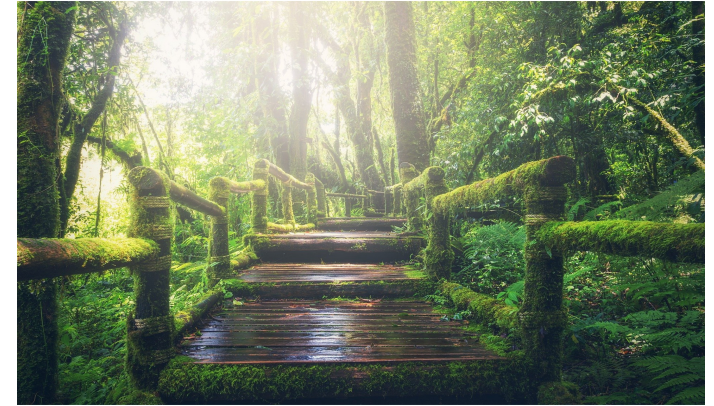So stay calm and let's start small!
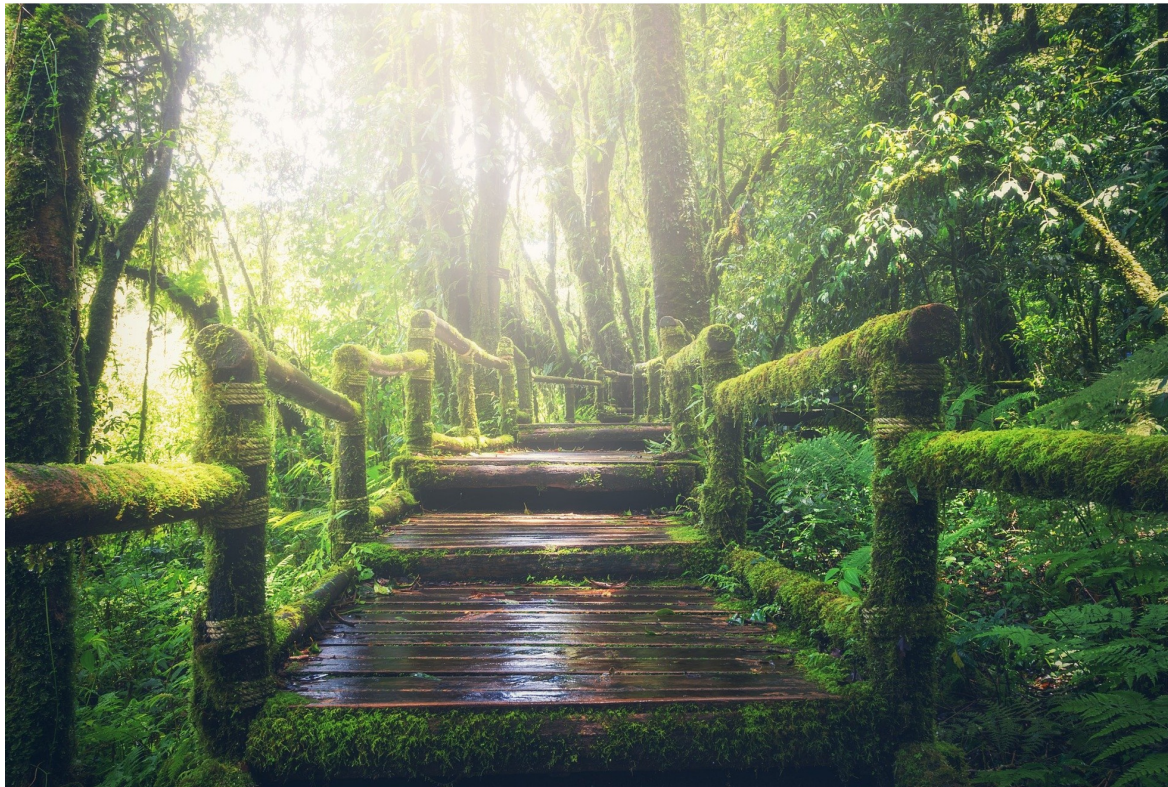
Sasin Tipchai

First steps and tips …

Six steps

1. Choose a possible subject

2. Choose a topic

3. Choose objectives and contents

4. Choose level of languages

5. Make a plan

Sasin Tipchai

Some tips for the plan…

CLIL LESSON TEMPLATE

Title:		
Subject/s:	Year:	Timing/number of sessions:
Topic/s:	Resources & materials:	

Content

Learning objectives	Content objectives:
	Language objectives:

Communication

Skills	☐ Reading ☐ Listening ☐ Writing ☐ Speaking ☐ Interacting	
Grammar & syntactic structures Vocabulary Pronunciation, intonation & fluency	Language of learning.	
	Language for learning.	
	Language through learning.	

Cognition

LOTS & HOTS	
Questions to be used	

Culture

Methodology

1. Enabling activities	
2. Development and final products	
3. Final or follow-up activities	
4. Assessment	

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CLIL LESSON TEMPLATE with KEY ELEMENTS

Title:		
Subject/s:	Year/Level:	Timing/number of sessions:
Topic/s:	Resources & materials:	
Content		
Learning objectives (balance between content & language)	Content objectives:	
	Language objectives:	

CLIL LESSON TEMPLATE with KEY ELEMENTS

Communication		
Skills	☐ Reading ☐ Listening ☐Writing ☐Speaking ☐Interacting	
Grammar & syntactic structures Vocabulary Pronunciation, intonation & fluency	Language of learning CALP: Cognitive Academic Language Proficiency	
	Language for learning BICS (Basic Interpersonal Communication Skills): Class-language, useful phrases, giving instructions, language for class routines, …	
	Language through learning (Not planned)	

CLIL LESSON TEMPLATE with KEY ELEMENTS

Cognition	
LOTS (Lower Order Thinking Skills) (remembering, understanding and applying) HOTS (Higher Order Thinking Skills) (analysing, evaluating and creating)	
Questions to be used	

CLIL LESSON TEMPLATE with KEY ELEMENTS

Culture
Context/ citizenship/intercultural elements/cultural awareness & understanding/multiple perspectives/life skills

CLIL LESSON TEMPLATE with KEY ELEMENTS

Methodology
1. Enabling activities: Warming-ups/Introductory activities or vocab needed /Previous knowledge/Grouping: singles, pairs, groups, plenary, …
2. Development and final products: Making posters, writing descriptions, letters, stories, doing presentations, contests, discussions, …
3. Final or follow-up activities: feedback, exhibitions, final presentations
4. Assessment: balance between content & language. Instruments: self-assessment, pair assessment, peer assessment, teacher assessment- observations, tasks, tests,…

An example for secondary level …

Source: Hackney Learning Trust

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Title: Britain & Spain in the 16th century			
Subject/s: History		Year: 7	Timing/number of sessions: 5
Topic/s: the development of the Church, state and society in Britain 1509 – 1745: Catherine of Aragon and Henry VIII.		Resources & materials: links to Wikipedia, youtube videos, templates, texts, computers/tablets, pictures, previous and current History lessons in the language of schooling.	

Content		
Learning objectives: To gain historical perspective of the period and links between Britain and Spain during the 16th c.	Content objectives: – To understand and explain who the Tudors were, focusing on Henry VIII and his six wives. – To be able to tell the story of Catherine of Aragon and her role in Henry VIII's reign and society: causes and consequences.	
	Language objectives: – To read and comprehend easy original texts and adapted materials from different sources – To give opinions and make comparisons orally and in writing. – To make descriptions using the past tense orally and in writing.	

Communication		
Skills	X Reading X Listening X Writing X Speaking X Interacting	
Grammar & syntactic structures. Vocabulary Pronunciation, intonation & fluency	Language of learning	– Spanish simple past tenses – Order in the Spanish sentence – Vocab: rey, esposa, matrimonio, divorcio, iglesia, catolicismo, católico/a, Papa, heredero/a, hijo/a … – Pronunciation of words and intonation when reading texts or speaking.
	Language for learning	Lee el siguiente texto, busca en el enlace de internet, escribe una redacción, contesta a las siguientes preguntas, relaciona con flechas, explica, vamos a hablar, haz una investigación sobre … , levanta la mano si …, describe la foto, …
	Language through learning	Any language which comes up during the sessions.

Cognition	
LOTS	– Remembering: previous knowledge on the topic – Understanding: through questioning about the topic, explaining and describing. – Applying: describing and explaining in Spanish through scaffolded activities.
HOTS	– Evaluating: self and peer assessment – Creating: final product: an interview with Catherine of Aragon or with Henry VIII.
Questions to be used	*¿Quién era Enrique VIII?, ¿Quién era Catalina de Aragón? ¿Cuándo vivieron? ¿Por qué se casaron? ¿Por qué se divorciaron? ¿Qué ves en la foto? ¿Qué ropa llevaban? ¿Qué comían? Dime tres cosas que hayas aprendido en este tema ¿Qué es lo más sorprendente? ¿Qué es lo más triste? ¿Qué es lo mejor?*

Culture
British and Spanish political and social connections in the 16th c. Understanding the differences between British and Spanish societies in the 16 th c . Comparing both cultures nowadays. Marriage and divorce. Catholicism and Church of England: similarities and differences.

Methodology	
1. Enabling activities:	Brainstorming activity: recapping and recycling vocab.
2. Development and final products:	Crosswords, matching pictures and vocab, listening comprehension from youtube videos or podcasts, reading comprehensions from links in the Internet or/and adapted texts, short pieces of writing as descriptions. Outlining an interview with Catherine of Aragon or Henry VIII. Role-playing an interview with Catherine of Aragon or Henry VIII.
3. Final or follow-up activities:	Show and tell activity: our interviews with Catherine of Aragon and Henry VIII.

4. Assessment	– Self-assessment: What have I learnt? (It could be done in the language of schooling).
	  – Now I can read and understand texts about 16th c Britain (Yes/No/Not sure)
	  – Now I can talk about facts and events about 16th c. Britain (Yes/No/Not sure) …
	– Peer-assessment: What have we learnt? (It could be done in the language of schooling).
	  – Now we can write and roleplay an interview with my classmate about Catherine of Aragon or Henry VIII (Yes/No/Not sure) …
	– Tests.
	– Observations… .

An example for primary level …

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TO BE CARRIED OUT IN THE SUMMER TERM

Name: INMACULADA PEÑARROCHA LOPEZ   School: xxxxxxxxx PRIMARY

Spanish and **SCIENCE "EARTH AND SPACE" - YEAR 5**

CONTENT	COGNITION	COMMUNICATION	CULTURE	METHODOLOGY
Language Objectives	**Cognitive level (think Bloom; LOTs & HOTs)**	**Communication**	**Culture/Context/Citizenship: Incl intercultural understanding**	**Methodology: incl groupings, learning styles, task phases, resources, activities**
To follow instructions TL. To give an opinion. To make descriptions. To use comparatives (más grande / más pequeño/a que). To complete and present a short text about the Solar System. To tell what hour it is. **Content Objectives** To describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the moon relative to the Earth. Describe the sun, Earth and moon as approximately spherical bodies.	- To understand a model of the sun and Earth that enables them to explain day and night. - Understanding a moon is a celestial body that orbits a planet - Comparing the time of day at different places on the Earth through internet links and direct communication. - Creating simple models of the solar system. - Constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day / experiment with a lamp in class. **Types of possible questions:**	**Language of learning:** (vocab & structures) El Sistema Solar. Los planetas, las estrellas, la Luna/ las lunas y el Sol. Órbita, forma, círculo. Girar / eje / la gravedad. El día / la noche / las horas. Las fases de la Luna: Luna llena, Luna, Nueva, Creciente, Menguante. Crecimiento / Decrecimiento / media Luna. Cuando en Londres son las 4 en Madrid son las 5. **Language for learning:** ¿Qué forma tiene la Luna? ¿Cuáles son los planetas? / ¿Qué planetas hay en el Sistema solar?	Understanding how time works around the world. Neil Amstrong was the first person visiting the moon and planting US flag in 1969. **Outcomes:** **Chilren will be able to explain why we see different shapes in the moon.** **Children will understand how planets orbit around the sun.** **Children will know how Eearth rotates in its own helix and around the Sun and how that affects day and night times.** **Children will learn moons are celestial bodies orbiting planets.**	1 Whole class – view video clip about Space. Powerpoint Presentation about Space(Solar System). 2 Children to practice in groups representing the Solar System and the planets orbiting around the sun. 3 Sketch design of Solar System and naming the planets. 4 Comparation of elements in the Solar System by size. 5 Writing of modelled sentences and short paragraphs.

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Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	¿Cuáles son los planetas? / ¿Qué planetas hay en el Sistema solar? ¿Qué planeta te gusta más/menos? ¿Es la Tierra más grande que el Sol? ¿Cuál es más grande, La Tierra, El Sol o La Luna? Explica cómo los planetas orbitan el Sol. / ¿Cómo se mueven los planetas alrededor del Sol? ¿Cuánto tiempo le lleva a la Tierra girar sobre su eje? ¿Cuáles son las fases de La Luna? ¿Por qué la Luna cambia de forma? LA: ¿Qué hora es en __? HA: ¿Qué hora es en___ cuando en __ son las 3 de la mañana?	¿Qué planeta te gusta más/menos? ¿Es la Tierra más grande que el Sol? **Language through learning (what is not planned)** This language would come from the students. Less likely to be questions	**How will you know that you have achieved them?** Evidence through role play, observations, questioning, presentations, 3D crafts/drawings, video clips and evaluations.	6 Explanation of rotation of Earth with an Earth ball and day/night and time concepts. 7 Children to research what time it is in different countries (ipads). 8 Explanation of Phases of the Moon. 9 Chn practise drawing phases of the moon and labelling. 10 Chn to complete short paragraphs and present their texts. / Role play representation.

Timeline: start and end date: TBC due to current Covid-19 situation   **Number of lessons: 5**

And the 6th final step …

6. Enjoy and celebrate!

Artturi Mäntysaari

Some interesting links

https://learningthroughlanguages.org.uk/resources/

https://www.all-languages.org.uk/research-practice/clil-zone/

https://resources.ncelp.org/

https://www.clilmedia.com/

http://http://www.juntadeandalucia.es/educacion/webportal/web/aicle/secuencias-aicle

http://www.isabelperez.com/clil/clicl_m_7.htm

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Time for questions...

thank you

Ka Young Seo