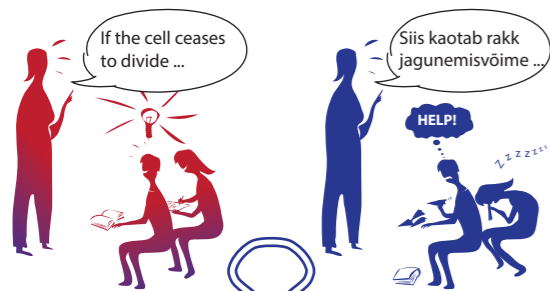


CLIL ESSENTIALS FOR PRIMARY SCHOOLS

Quality, ethical CLIL is:

- ✓ **not** simply a matter of changing the language of instruction
- ✓ **not** just for high achievers
- ✓ **not** elitist
- ✓ **not** a means for suppressing the L1.



MANAGING THE AFFECTIVE SIDE



CREATING A SECURE LEARNING ENVIRONMENT

- ✓ students help set rules
- ✓ no labelling of students
- ✓ no ridicule or sarcasm
- ✓ no overcorrection of language errors

MAKING INTENDED LEARNING EXPLICIT & VISIBLE



STUDENTS SEE & DISCUSS CONTENT, LANGUAGE & LEARNING SKILLS OUTCOMES

You will be able to:

Content

- create a birdhouse that is safe for the bird and its babies.
- learn to use hammers and saws safely.

Language

- describe your birdhouse's:
 - inhabitants
 - materials
 - measurements
 - good qualities.

Learning skills

- create a helpful plan for building your birdhouse.

A well-built birdhouse is:

- tough
- cool
- long-lasting
- cleanable
- rainproof
- attractive.

Bird safety

A well-built birdhouse has ventilation (small holes so the air can move). The entrance hole is not too big and not too small for the bird. There is an overhang above the entrance whole. This stops rain entering the birdhouse.

Student safety

I wear safety glasses. I hammer and saw only when the teacher is watching. Everyone stands far back from the hammering and sawing.

Materials & tools

- saw
- hammer
- screwdriver
- pieces of wood
- measuring tape / ruler
- nails (length 1.5 times the wood depth)
- wood screws (length 1.5 times the wood depth).

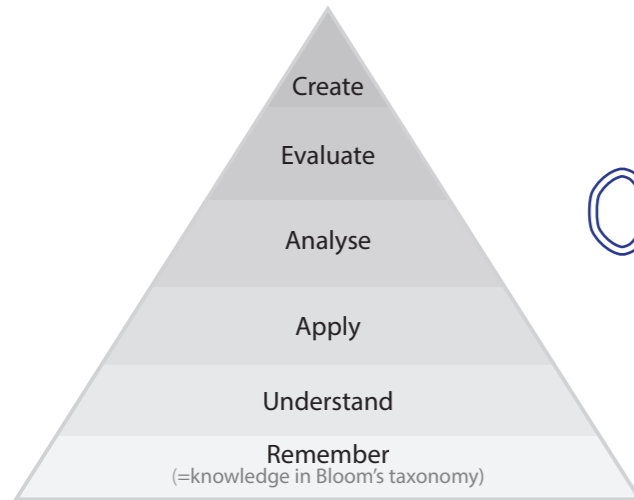
Appearance

...

**HIGH EXPECTATIONS +
HIGH LEVELS OF
ENGAGEMENT FOR ALL**

THE INTERDEPENDENCE OF LANGUAGE AND COGNITION

FOSTERING CRITICAL THINKING CONTENT & LANGUAGE



(Anderson, Krathwohl et al., 2000)

FOSTERING LEARNER AUTONOMY

- ✓ giving students choices to make
- ✓ teaching learning skills
- ✓ negotiating decisions about the learning process with students

CLIL is a dual-focused teaching and learning approach in which the L1 and an additional language or two are used for promoting both content mastery and language acquisition to pre-defined levels.*

TAKING TIME FOR MAKING LEARNING MEANINGFUL

- ✓ not just concentrating on understanding
- ✓ fostering relational links (e.g., drawing out and linking key concepts)
- ✓ connecting with students' interests
- ✓ fostering critical thinking and self-reflection

COOPERATIVE LEARNING

- ✓ positive interdependence
- ✓ face-to-face promotive interaction
- ✓ individual and group accountability
- ✓ interpersonal and small group skills
- ✓ group processing

(Johnson and Johnson, 2001)

SCAFFOLDING LANGUAGE INPUT & OUTPUT

e.g., using 'pattern books'; shortening sentences and paragraphs; repeating nouns instead of using pronouns; underlining key phrases; breaking material into chunks; providing speaking and writing frames; organising vocabulary in categories: pre-using vocabulary and discourse patterns; ...

TRANSLANGUAGING

making limited and judicious use of listening, reading and/or watching about a topic in one language, and discussing or writing about it in another

MAKING ACADEMIC LANGUAGE VISIBLE

e.g., using unemotional language, using the correct register such as knowing when to say rain versus precipitation or how a scientist or mathematician might phrase something

REFLECTING ON TEACHING

- ✓ analysing how your teaching practices are influencing student learning
- ✓ leading by example / showing that you too are a learner
- ✓ assessing and discussing your own work

CONNECTING WITH CLIL LANGUAGE SPEAKERS AND THEIR CULTURE(S)

e.g., using some authentic materials; receiving L2 speakers as guests; email projects; comparing and contrasting holiday traditions; partnering with another school; reading and analysing stories and pictures from other countries; ...

REFLECTING ON LEARNING

Every day discussing with students:

- ✓ progress in meeting goals
- ✓ the learning process
- ✓ what to change / how to move forward.

SCAFFOLDING CONTENT INPUT & OUTPUT

e.g., using advance and other graphic organisers; highlighting key facts; using subheadings; breaking material into chunks; building on students' existing skills, knowledge and understandings; making connections to students' lives; reducing the number of tasks undertaken at one time

ASYMMETRY IN CLASS- ROOM TALK IN FAVOUR OF STUDENTS

- ✓ more 'exploratory talk', as opposed to 'presentational talk' (Barnes, 1997)
- ✓ students speak, read and write more than the teacher