

Content Language Integrated Learning

What is CLIL?
Language is learned and used to build knowledge through the 4C's model. It is an approach for learning content through language.

We can use subjects from many areas like history, math, art, music etc. to teach a language.

What are 4 C's in CLIL?
Language acquisition requires 4 C's. They are: Communication, Cognitive, Culture and Content.

Communication: Communication is essential. That is why in CLIL lessons we do not only focus on students' speaking skills but also other ways of communication like reading, listening, writing.

Cognition: It stands for higher order thinking skills like: applying, analyzing, evaluating, etc.

Culture: Students expose to many different cultures in CLIL lessons.

Content: Content drives language learning and language is used to learn content.

In short, CLIL lessons content language to use life.

What makes a good CLIL Lesson?
Core Elements:
Input: should be authentic, meaningful and challenging (L2)
Tasks: require higher order thinking student interaction authentic communication
Output: cross-cultural communication fluency is more important

While teaching the content, we should be aware of Content's Learning Theory's elements. We should teach from BICS to CALP.
Skills: Basic Interpersonal Communication Skills
CEFL: Cognitive Academic Language Proficiency

Activities: In the support that teacher gives the students in a number of different ways during teaching and learning process in CLIL lessons.

Input-Task-Output

Some tools teachers can use for scaffolding:
Visuals
Videos
Roleplaying
Real Objects
Graphic organizers

To evaluate the lesson you can use the worksheets below at the end of your lesson.
www.thatteacher.com
EFL: Give better if

A good CLIL lesson should contain:

Goals: At the beginning of the lesson we tell the students what they will learn in the lesson. We have two types of goals: Content Goal Language Goal
Content Goal: Learning extreme sports and their equipment
Language Goal: Teaching Vocabulary and Simple Present Tense

Ingredients: All tools, materials and activities used during CLIL lesson such as, real objects, reading texts, videos, notepad, etc.

Steps: In a good lesson plan, we set of effective tasks and incorporate engaging activities. To ensure that the objectives are met.

High order thinking skills

Low order thinking skills

Creating

Evaluating

Applying

Understanding

Remembering

Stages in Bloom's Taxonomy
Remember: Knowledge
Understand: Recognizing, explaining, and describing relevant knowledge
Apply: Constructive
Analysing: Identifying, comparing, contrasting, relating, and understanding information and constructing meaning.

Application: Using knowledge in new situations.
Remembering: Reviewing, recognizing, and recalling facts.
Comprehension: Interpreting, summarizing, and explaining.
Analysis: Breaking material into parts and seeing how they relate to each other.
Comparing, ordering and identifying activities.

Students: Making judgment
Engagement questions, pictures, texts
Key words: Rigel, Zoroaster
Pre-writing: Preparing to write something
Writing: Organizing ideas to form something
Make a poster about a paragraph.
Finishing: At this phase students go full creative mode without scaffolding.

Students: Can learners remember?
Students: Can learners explain?
Apply: Can learners use the information in another situation?
Analysis: Can students break the information into parts and see the relationships?
Evaluate: Can learners justify a position/defend the value of something?
Create: Can learners create a new product?

Some strategies and sources we can use in CLIL lessons:
Listening
Roleplaying
Video
Writing
Summarizing a text
group/individual
writing a register story
using the paper activity
Reading
Image
Image creating
Pre-reading/reading
writing
Speaking
Classwork
Issue activity
Spot the difference

Digital Tools:
Mindtweaker
Edmodo
Aurasense
Moodle
Blackboard
Canvas
FutureLearn
LumenLabs.com
Screencast
Padlet
Canva
Quizlet
Timeline
Thinglink

How the lesson plan will be:

- 1- Choose a subject and topic relevant to your school.
- 2- Think about the main source of input (pictures, audio, reading text).
- 3- Think about the language and content goals.
- 4- Write your lesson objectives.
- 5- Write the types of activities and scaffolding you will use.
- 6- Think how will you incorporate the 4 C's in your lesson.

Storyboard That kendi yaratın

CLIL: Content Language Integrated Learning





What is CLIL?

Language is learned and used to build knowledge which we call 'content'. It is an approach for learning content through language.

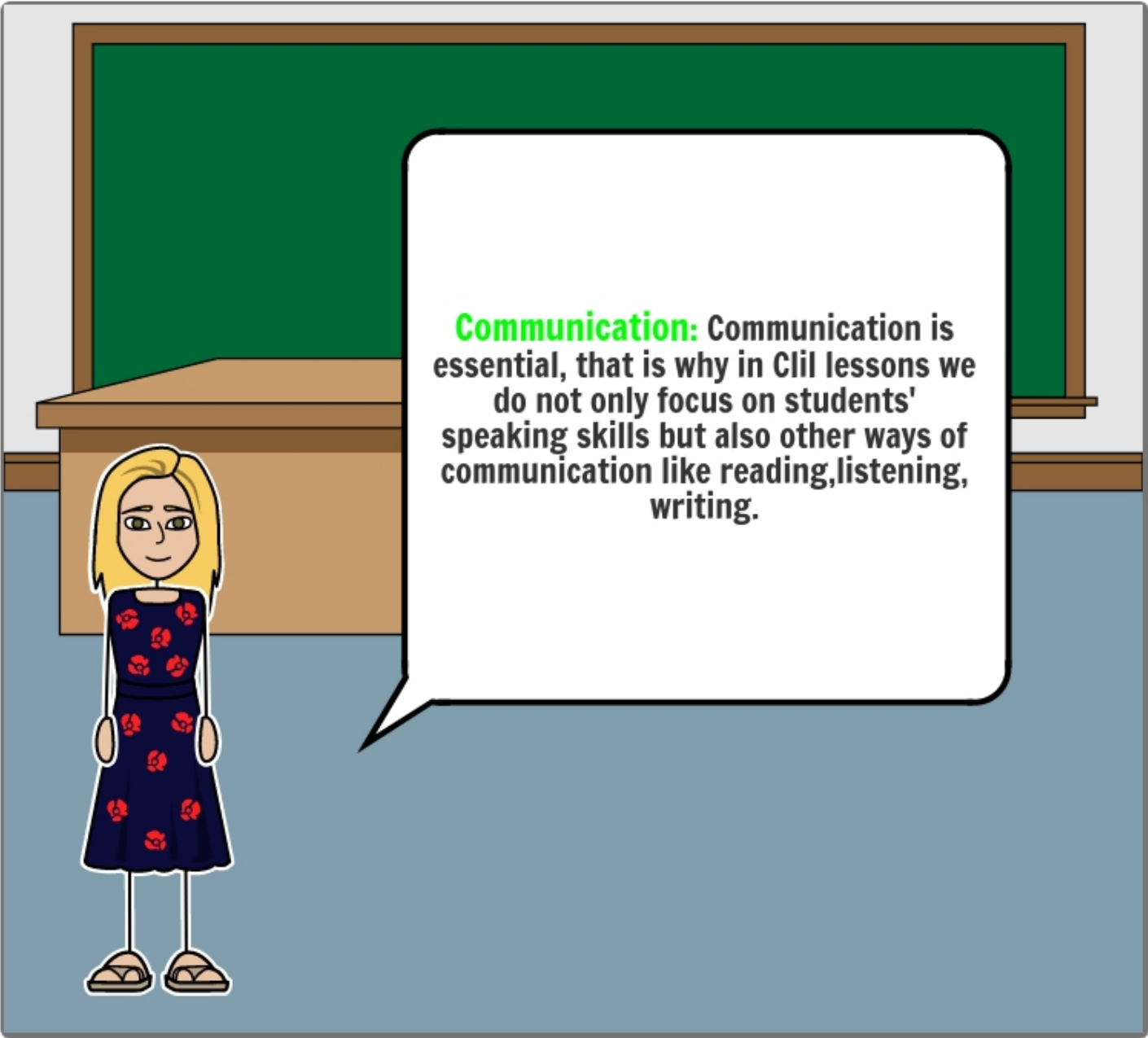
We can use subjects from many areas like history, math, art, music etc. to teach a language.



**What are 4 C's in CLIL
Methodology?**

**Language acquisition
requires 4 C's.**

**They are :
Communication
Cognition
Culture and Content**



Communication: Communication is essential, that is why in Clil lessons we do not only focus on students' speaking skills but also other ways of communication like reading,listening, writing.

Cognition: It stands for higher order thinking actions like; applying, analysing, evaluating etc.

Students use their critical thinking skills.

Culture: Students expose to many different cultures in Clil lessons.

Content: Content drives language learning and language is used to learn content.





In short; Clil lessons connect language to real life.

What makes a good CLIL Lesson?

Core Elements

Input: should be authentic, meaningful and challenging. (i+1)

Tasks: require higher order thinking
student interaction
authentic communication

Output: cross-cultural communication
fluency is more important



While teaching the content; we should be aware
of **Cummin's Iceberg Theory (Cummin's
Quadrants)**

We should teach from BICS to CALP

BICS: Basic Interpersonal Communication Skills

CALP: Cognitive Academic Language Proficiency

SCAFFOLDING: is the support that teacher gives the student in a number of different ways during teaching and learning process in a clil lesson.

Core Elements



Input-Task-Output

Some tools teachers can use for scaffolding:

Visuals
Videos
Brainstorming
Real Objects
Google Jamboard





To evaluate the lesson you
can use the techniques
below at the end of your
lessons:
WWW: What Went Well
EBI: Even Better If

A good cilil lesson should contain;

GOALS

INGREDIENTS

STAGES





Goals: At the beginning of the lesson we tell the students what they will learn in the lesson.

We have two types of goals:

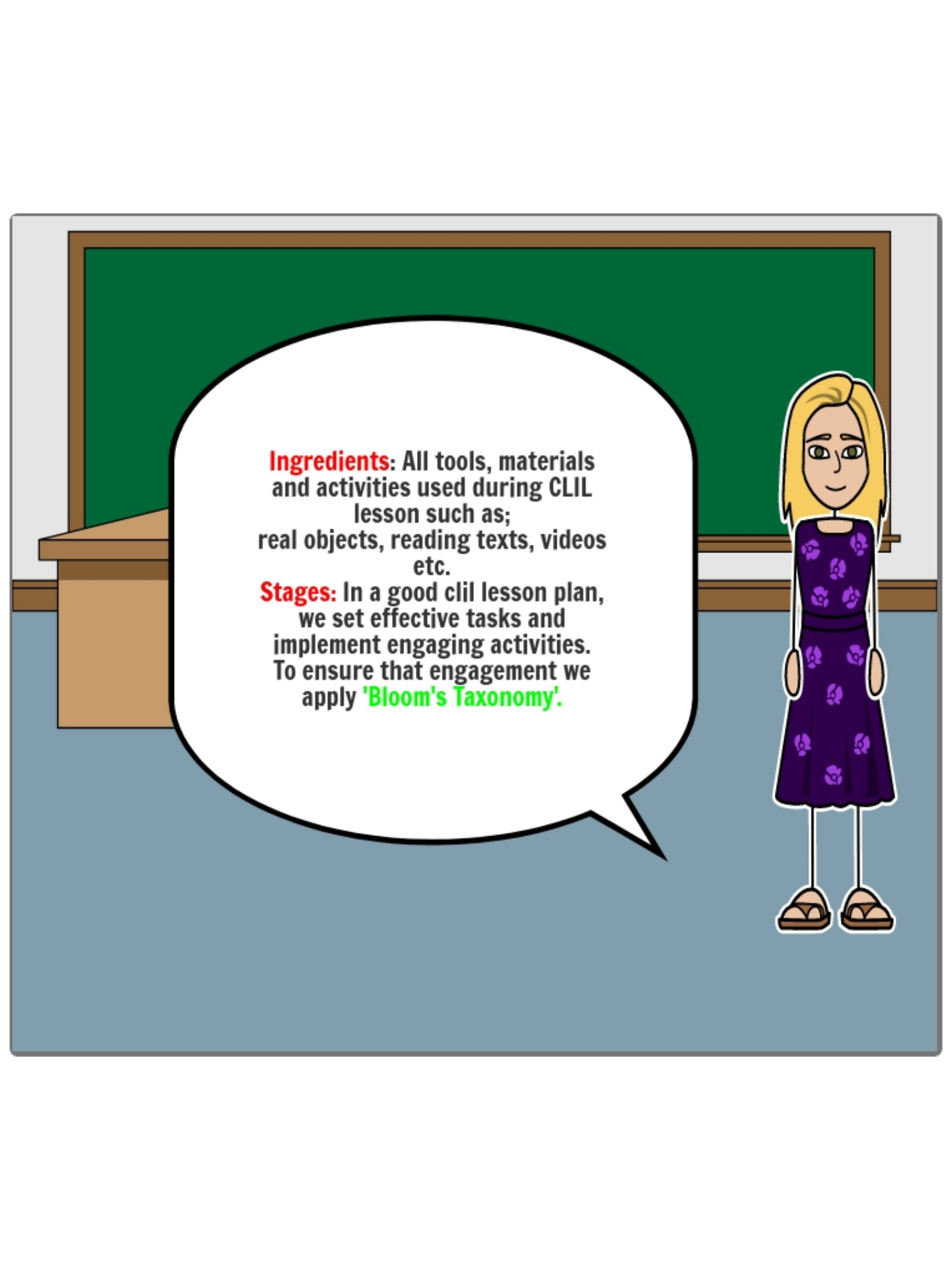
Content goal

Language Goal

Example:

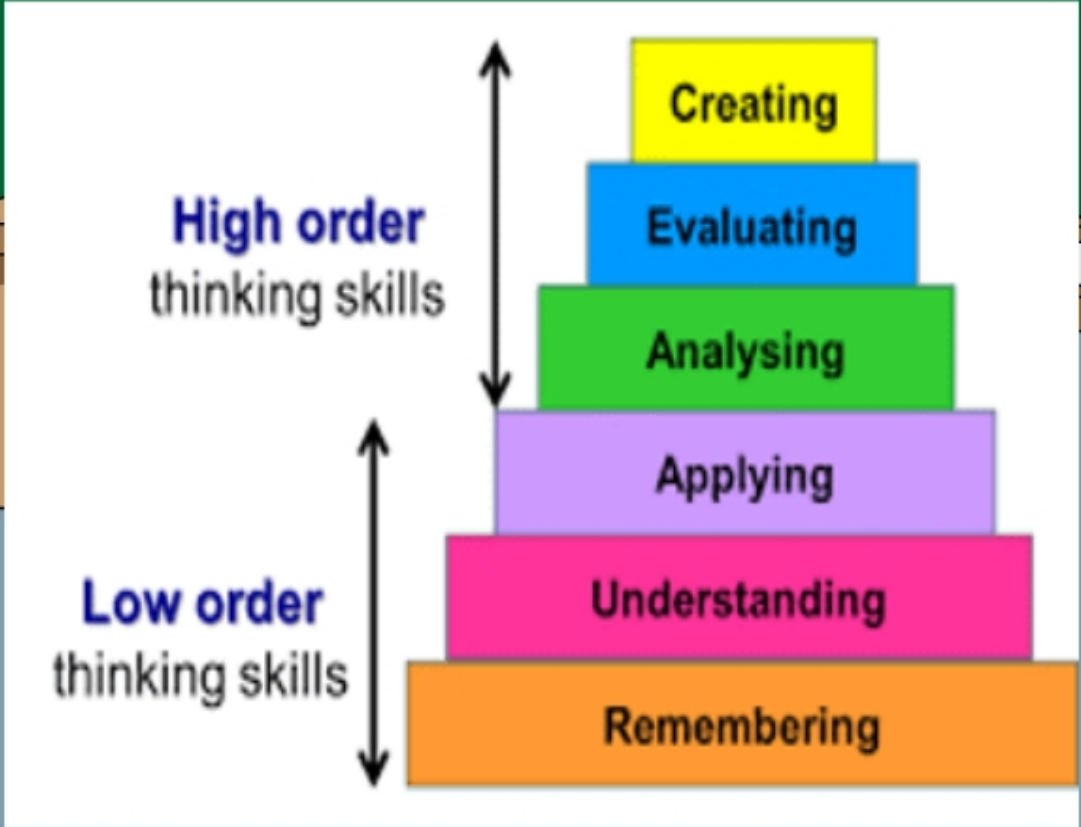
Content Goal: Learning extreme sports and their equipment

Language Goal: Teaching Vocabulary and Simple Present Tense



Ingredients: All tools, materials and activities used during CLIL lesson such as; real objects, reading texts, videos etc.

Stages: In a good clil lesson plan, we set effective tasks and implement engaging activities. To ensure that engagement we apply '**Bloom's Taxonomy**'.



A cartoon illustration of a classroom. In the background, there is a large whiteboard on a stand. Several wooden desks with light blue chairs are arranged in rows. In the foreground, a woman with blonde hair, wearing a dark blue dress with purple floral patterns and sandals, stands next to a red chair. A large white speech bubble with a black border is positioned on the left side of the image, containing text about Bloom's Taxonomy.

Stages in Bloom's Taxonomy

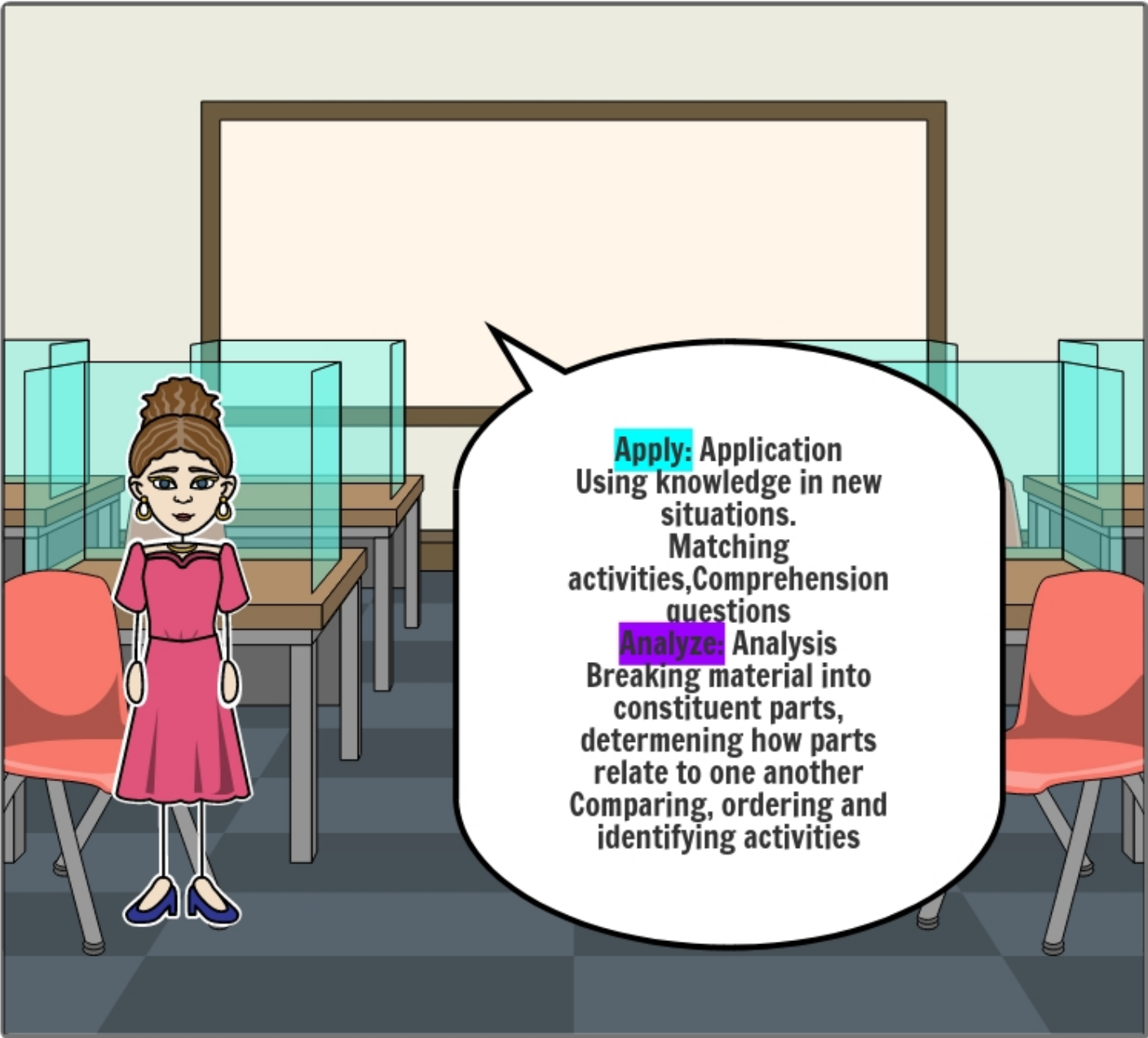
Remember: Knowledge

Brainstorming
activities, Highlighting, Retrieving, Recognizing and Recalling relevant knowledge

Understand: Comprehension

Reading a text, Commenting,
Categorizing, Watching a video,
Summarizing

Understanding information and
constructing meaning.



Apply: Application

Using knowledge in new situations.

Matching activities, Comprehension questions

Analyze: Analysis

Breaking material into constituent parts, determining how parts relate to one another
Comparing, ordering and identifying activities



Evaluate: Making Judgement
Discussion questions, quizzes, tests
Key words: Argue, Conclude

Create: Putting elements together or reorganizing them to form something new.

Make a poster, write a paragraph, filming

At this phase students go full-creative mode without scaffolding



Bloom's Taxonomy Stages:

Remember: Can learners remember?

Understand: Can learners explain?

Apply: Can learners use the information in another situation?

Analyze: Can learners break the information into parts and see the relationships?

Evaluate: Can learners justify a position (judging the value of information)?

Create: Can learners create a new product?



Some strategies and sources we can use in clil lessons:

Listening:

- storytelling
- online dictogloss

Writing:

- Deconstructing a text by using google jamboard
- creating a digital story
- pass the paper activity

Reading:

- Timed reading
- Pre-reading/Post Reading activities

Speaking:

- Flashcards
- Jigsaw activity
- Spot the difference



Digital Tools:
Mentimeter
Edpuzzle
Kahoot
Adobe Spark
WordWall
Quizlet
Liveworksheets.com
Storyboardthat
Padlet
Canva
Quizizz
Edmodo
Thinglink



Plan Your Own Sample Clil Lesson:

- 1- Choose a subject and topic relevant to your school
- 2- Think about the main source of input (picture,video,reading text)
- 3-Think about the language and content goals
- 4-Write your lesson objectives
- 5-Write the types of activities and scaffolding you will use
- 6- Think how will you incorporate the 4 C's in your lesson



Thanks for watching







