Getting started with CLIL
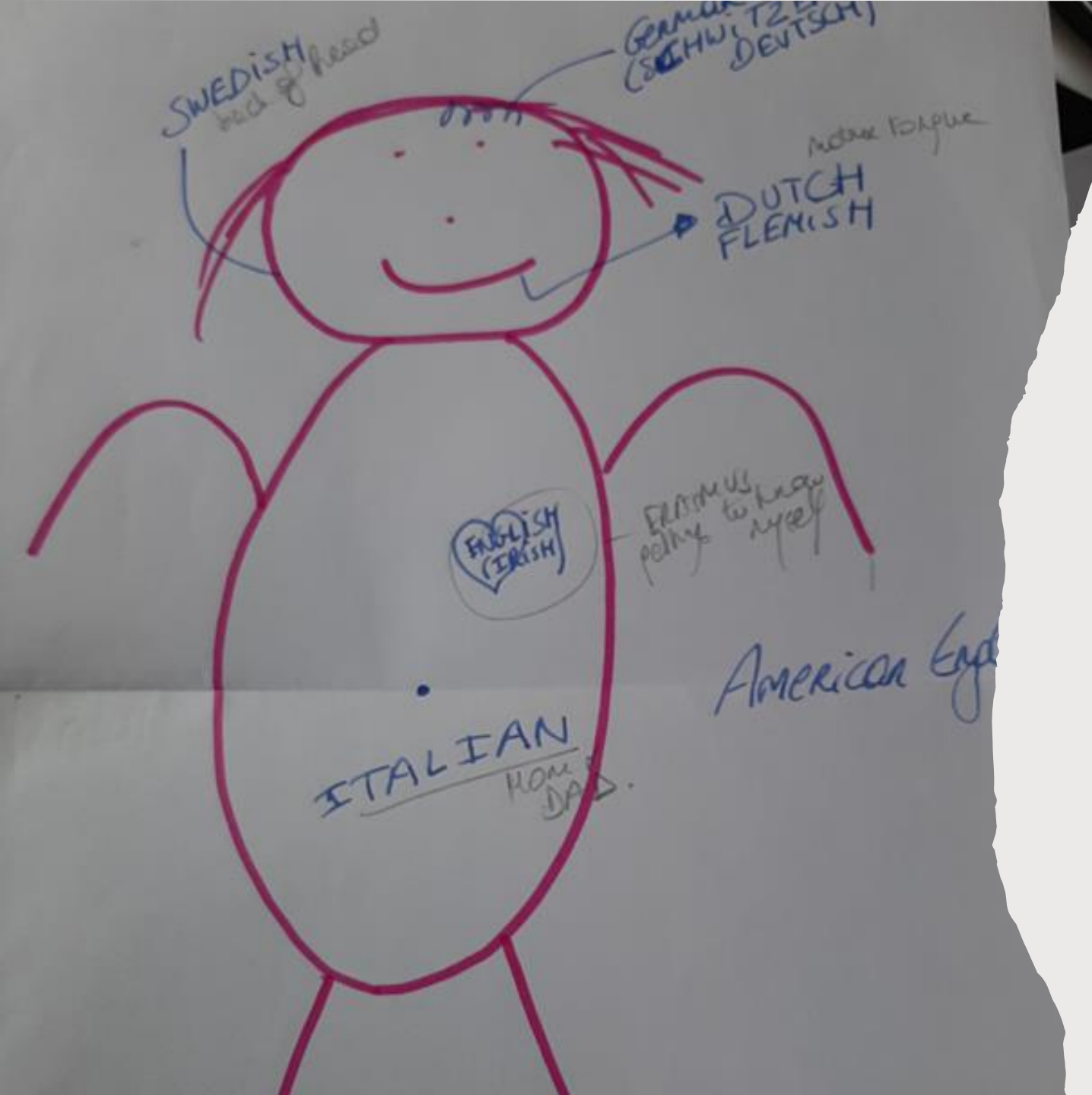
Kathleen Galle (Organisatie & Management and Hotelmanagement)

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- CLIL'ing
    - Instruction language
    - Scaffolding
    - Didactics CLIL
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- Feedback

Introduction

Getting acqainted (language passport)
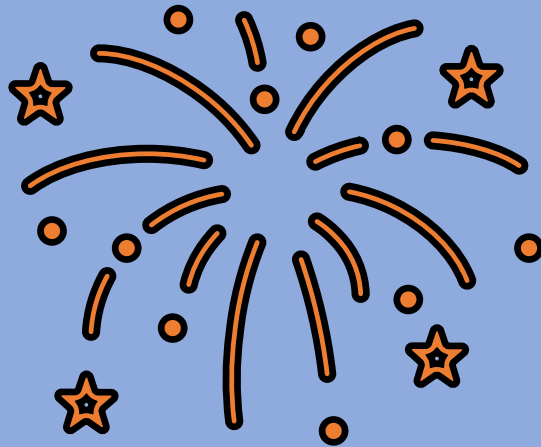
Which languages would you like to integrate?

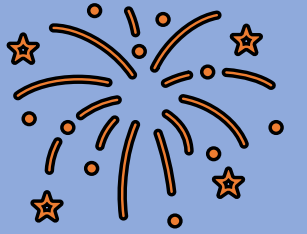What are inhibitions and/or obstacles you bump into?

Introductie

- CLIL = <u>C</u>ontent and <u>L</u>anguage <u>I</u>ntegrated <u>L</u>earning
- Different methods:
  - Partial immersion
  - Full immersion
  - Bidirectional CLIL
  - Translanguaging

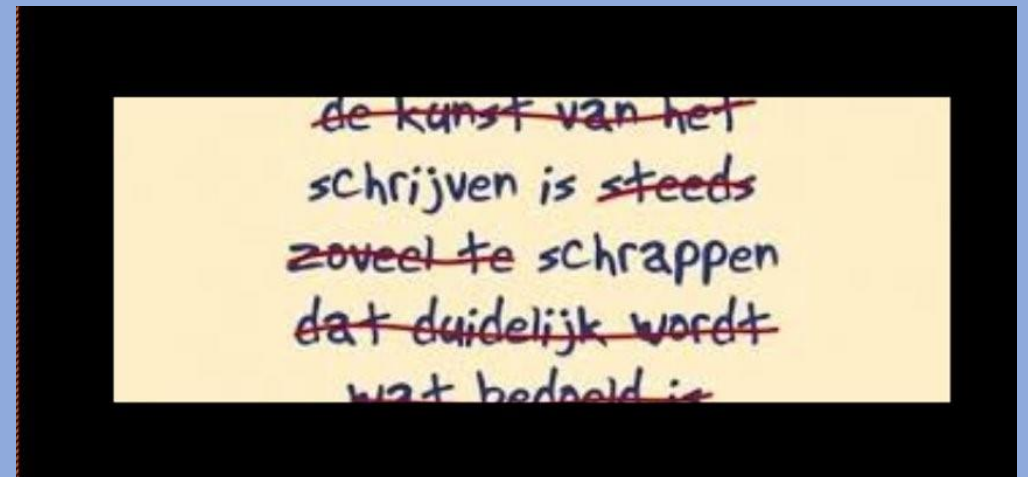# Instruction language

Flashcards!

Instruction language

Discussion

Instruction language

- Communicative language use (what is needed for understanding?)
- Repetitive language use (sufficient repetition)
- Functional-pragmatic language use (authentic contexts)
- Non-verbal language use
- Multimodal input

Instruction language

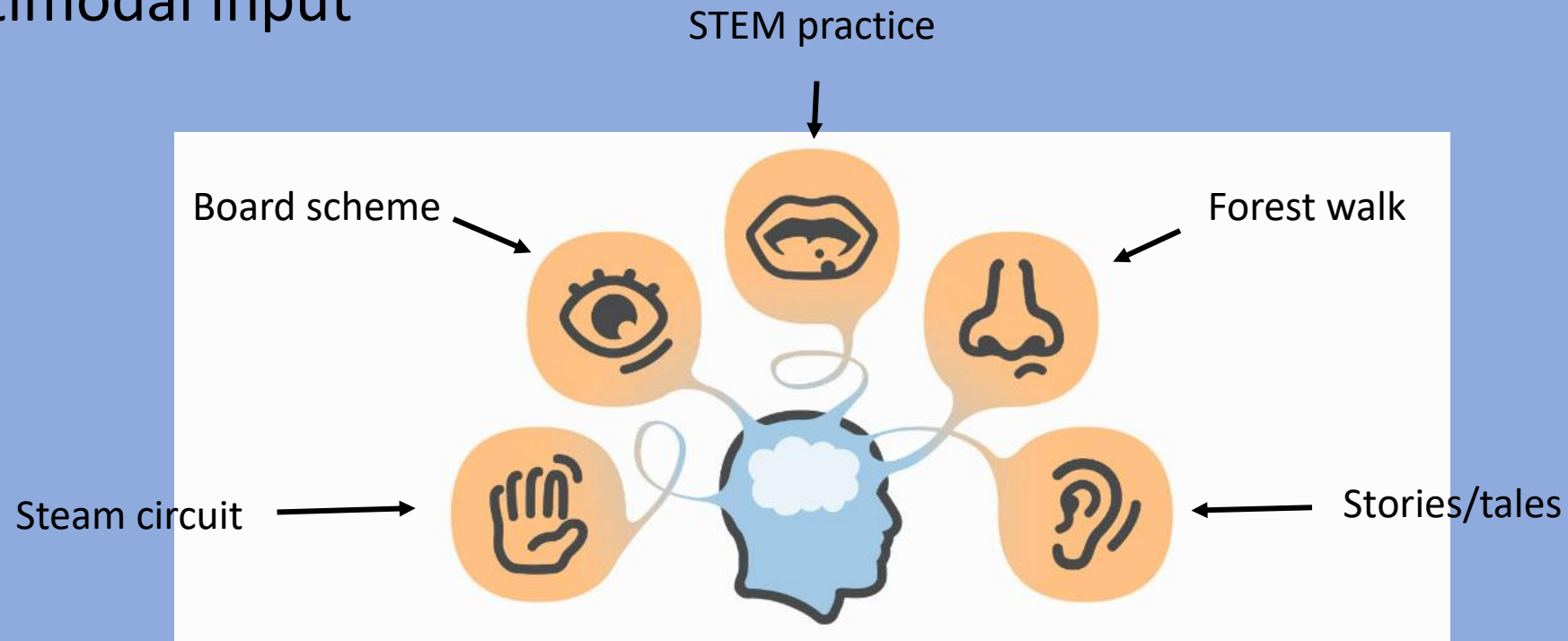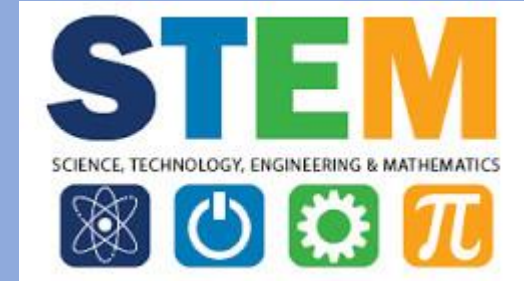Non-verbal language use

Instruction language

Multimodal input

What is 21st century education about?

Instruction language

Multimodal input

STEM practice

Board scheme

Forest walk

Steam circuit

Stories/tales

WITH CLIL EVEN MORE IMPORTANT DUE TO LIMITED UNDERSTANDING OF THE LANGUAGE!

Instruction language

Multimodal input – How to choose input?
No rules set in stone but some guidelines

- Choose authentic sources
  - Technical terminology/jargon
  - CLIL material little available, authentic material is
- Critically address and adapt sources
- Level and balance language and content
- Link the multimodal in a story
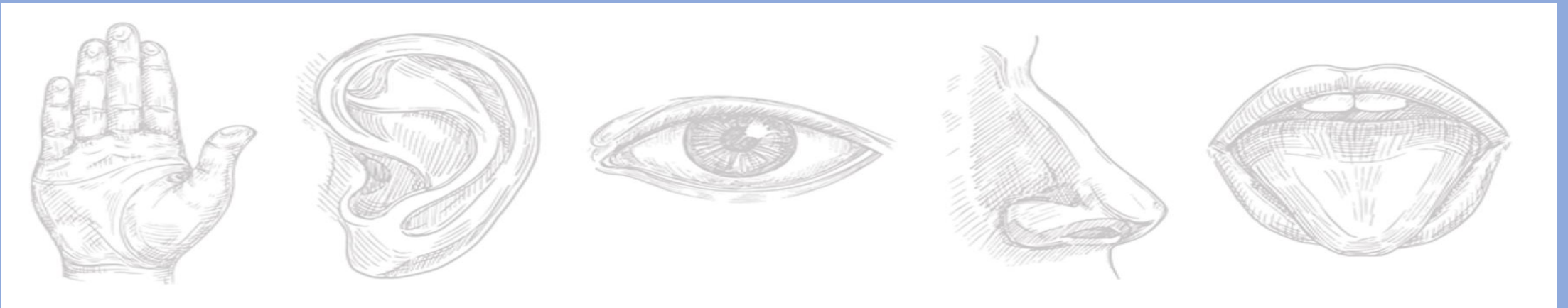
Scaffolding

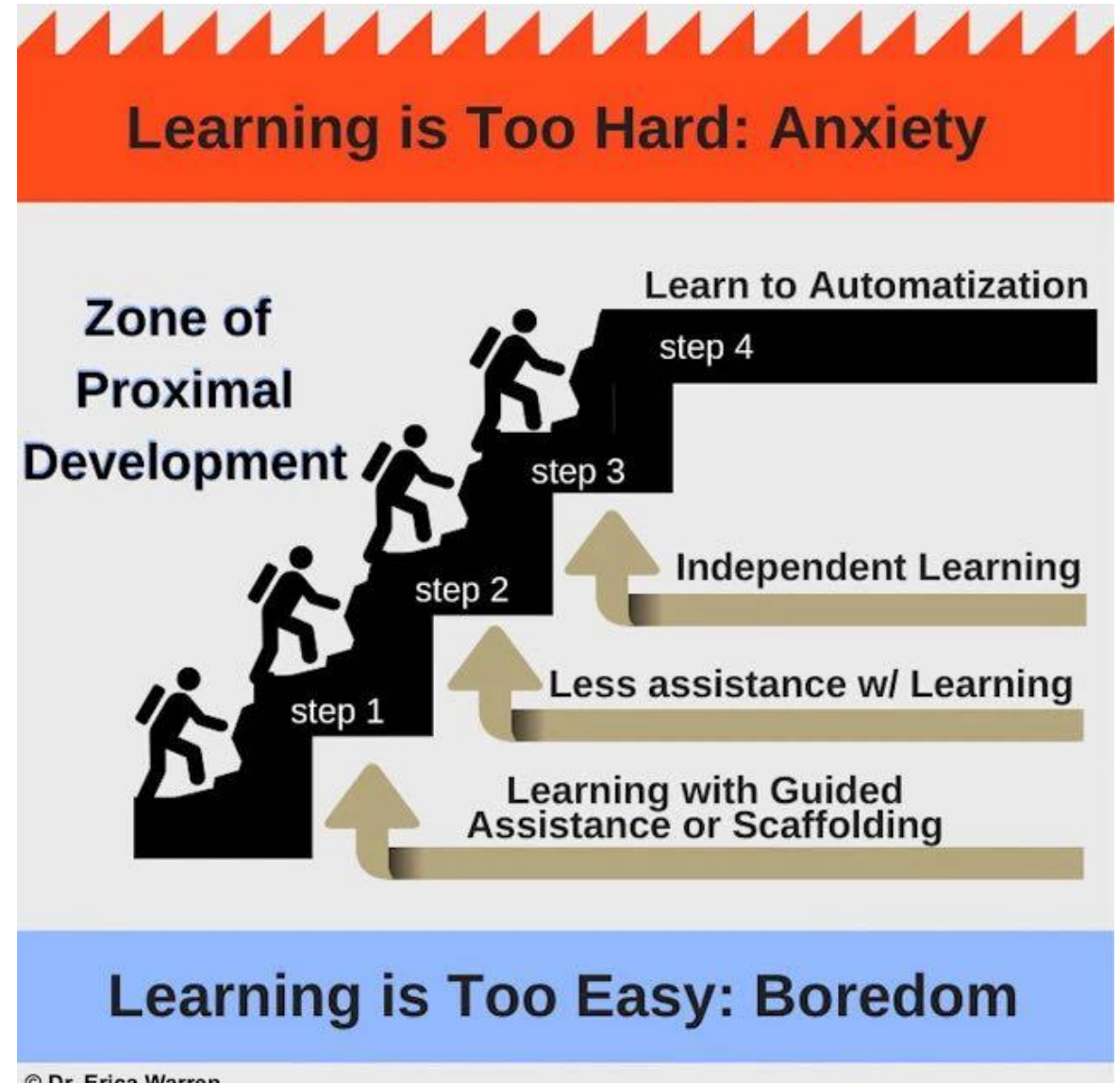NO CLIL didactics

Vs.

CLIL didactics

Scaffolding

Literally: scaffolding construction

Vygotsky: "What a child can do with support today, he or she can do it alone tomorrow

Scaffolding

Learning is Too Hard: Anxiety

Zone of Proximal Development

Learn to Automatization
step 4

step 3

Independent Learning

step 2

Less assistance w/ Learning

step 1

Learning with Guided Assistance or Scaffolding

Learning is Too Easy: Boredom

© Dr. Erica Warren

Scaffolding methods – some examples

Visual

Linguistic

3 types of scaffolds

1) Reception
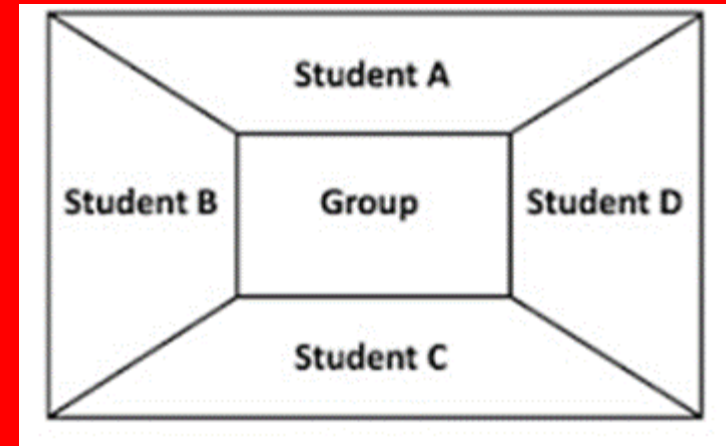2) Transformation
3) Production

BREAK

Experiencing didactics in CLIL

Assignment: establishing offender profile

Brainstorming used CLIL didactics

Discussion of CLIL didactics

- On equal terms (all speaking a foreign language)

- As much foreign language as possible during lesson/assignment

- Practice 4 language skills

- Trigger target group

- Active process

- Information gap

	Receptive	Productive
Oral	Listening	Speaking
Textual	Reading	Writing

- Support (scaffolding)

- Positive reinforcement

- Building self-confidence (get message across)

- Daring to experiment (emphasis on content)

- Lecturer => learning experience professional (partners in education)

Starting sentences

- According to me, it ….
- It could be a man.
- You might say she likes….
- In my opinion, …
- I have a strong feeling that ….
- The evidence shows …

IMPLEMENTEREN

UITPROBEREN

1. INSPIREREN

2. EXPERIMENTEREN

3. LEREN

4. COMMUNICEREN
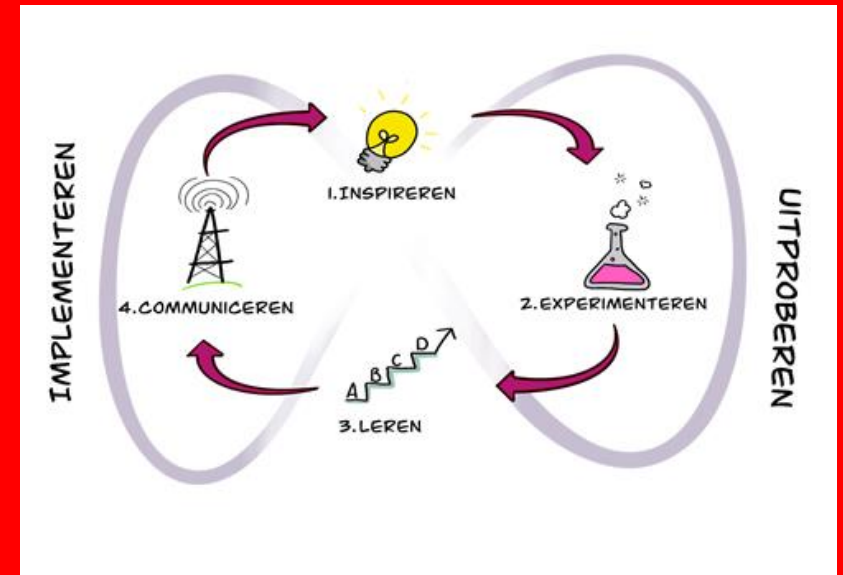
Dual focus – content and language
The digestive system

Exercise: Divide ourselves in 2 or 3 groups

Tommy the Meatball's Digestive Adventure

In a plate of spaghetti, Tommy did rest, Until one day, he began his quest. Into the mouth, he went for a chew, Teeth and saliva made him feel new.

Down the esophagus, sliding so quick, Into the stomach, where acids did mix. Churned and broken, into bits so small, He entered the intestines, feeling quite tall.

In the small intestine, nutrients were absorbed, Bile and juices helped, as he transformed. Through the bloodstream, nutrients spread, Helping the body, keeping it fed.

To the large intestine, Tommy did go, Water was taken, waste began to show. Finally, out he went, journey complete, Tommy the meatball, from the pasta seat.

🍝 Every meal's an adventure, for digestion's sake, Tommy's tale shows the journey we make. 🍝
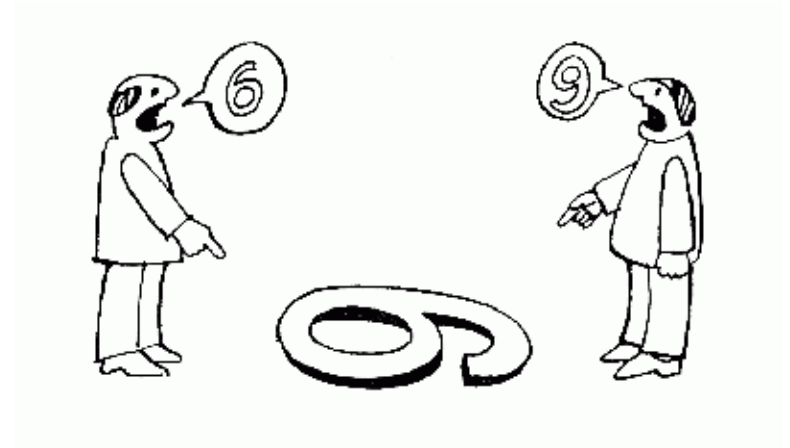
Courtesy of ChatGPT

Dual focus – content and language

- CLIL = Integration content + language
  --> Draw up objectives for both

  - Balance content and language objectives
  - Receptive vs productive language skills

Duale focus– content and language

- Necessary vocabulary?
  - Lesson-specific vocabulary
  - Vocabulary terminology (jargon)
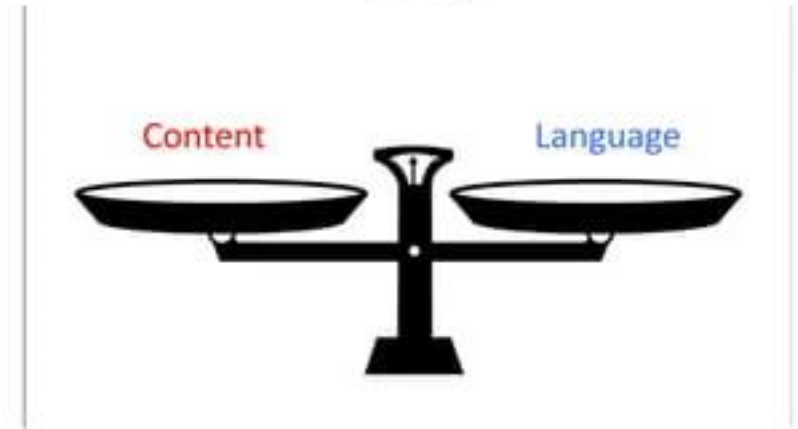 - School language (academic)
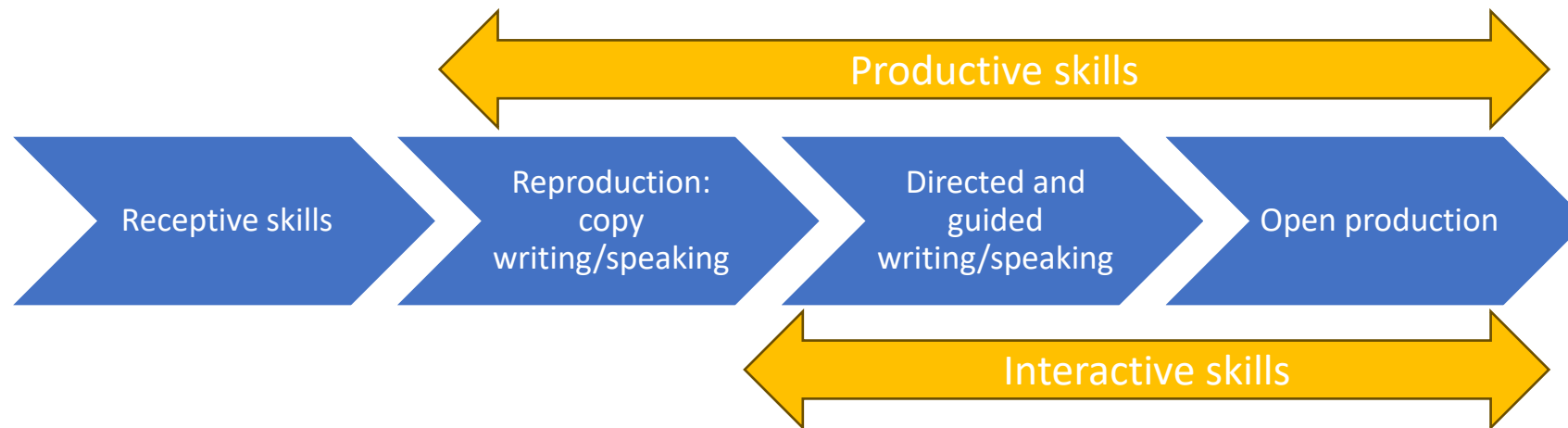
Understanding

Use

Dual focus–content and language

Balance content and language objectives

CLIL attempts to balance content and language.

Content   Language

Dual focus – content and language

Receptive vs. productive skills

Integration exercise

Structure lesson

- Introduction
  - ✓ Activating prior knowledge (in terms of content and language)
  - ✓ Getting students excited about your class
- Middle
  - ✓ Input (introduce new content)
  - ✓ Processing
  - ✓ Output (orally or in writing)
- Conclusion
  - ✓ Evaluation and reflection

Used scaffolding techniques

Brainstorming session (determine knowledge level)	Synonyms, definitions	Paraphrasing sentences (shorter)
Example sentences	Visual material	Let students make their own definition
Let them give their own opinion	Integrate into practice (make your own logo that meets the principles)	Possible extra: draw something 'simple', 'memorable', etc.
	Use pictograms	

Content and language objectives

Content: students articulate their existing knowledge about logos, identify 6 principles of effective logo design, state their own opinion about an existing logo, present someone else's opinion on a subject

Language: students construct descriptions logically, students correctly use the comparative, students use knowledge and vocabulary regarding the principles of effective logo design in different situations

How/what to integrate into own teaching practice?