CLIL

THE KNOW–HOW OF TEACHING–LEARNING–EVALUATION THROUGH CLIL USUING COURSE BOOKS AND AUTHENTIC MATERIALS IN ESL CLASSES

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WHAT DOES CLIL STAND FOR?

CONTENT LANGUAGE INTEGRATED SKILLS
'CLIL REFERS TO SITUATIONS WHERE SUBJECTS, OR PARTS OF SUBJECTS, ARE TAUGHT THROUGH A FOREIGN LANGUAGE WITH DUAL-FOCUSED AIMS, NAMELY THE LEARNING OF CONTENT AND THE SIMULTANEOUS LEARNING OF A FOREIGN LANGUAGE'.
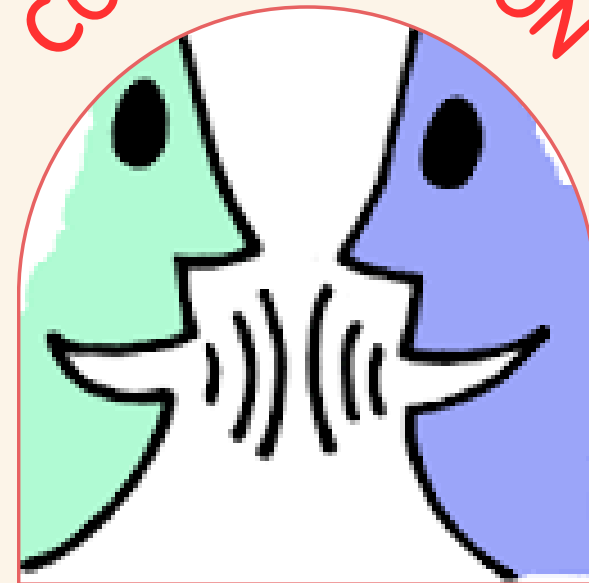
THE FOUR C'S

CONTENT

The curricular subject–progression in knowledge, skills and understanding

COMMUNICATION

Using language to learn–whilst learning to use language. The key is interaction, not reaction
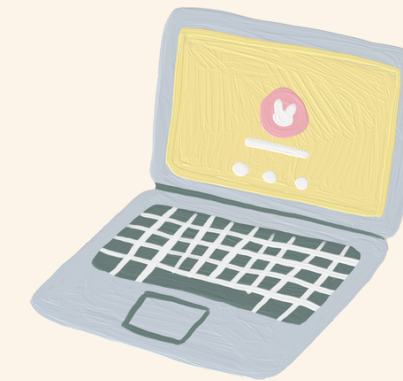
COGNITION

Developing cognitive and thinking skills

CULTURE

Understanding ourselves and other cultures. Being a global citizen.

CONTENT LEARNING

01

Content learning is foremost in the CLIL classroom.

So that language is not a barrier to learning, classes should be both dynamic and visually rich. Teachers should use graphics and videos to achieve this environment. Using an interactive style of learning enables students to understand concepts quickly and avoid frustration.

02

### The learning objectives of each CLIL class must be clear.

CLIL activities are specifically designed to meet a particular content learning objective from subjects such as History, Technology or Georgraphy.

03

Multiple activities should be used to check content

The unique nature of CLIL classroom requires multiple activities to check students' comprehension. Teachers should use a wide variety of styles so as not to seem repetitive and to apeal to all level in the classroom.

LANGUAGE FLUENCY
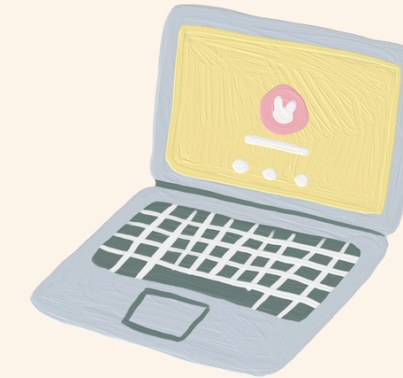
01

CLIL classes must develop all four skills.

It is fundamental that all four basic skills are developed, reading, writing, speaking and listening. A range of engaging activities should be provided so that all these skills can be addressed.

02

Introduction activities should be used to refresh vocabulary.

Before starting on content material introduction activities should be used to refresh vocabulary as well as to check content knowledge.

COGNITIVE AGILITY

01
Tasks should reflect mixed learning styles of students

There has to be a flexible approach to learning in any CLIL classroom so that all students are given the opportunity to thrive. Students can either do a creative piece of work or to share their reflections and opinions. Students are not restrained to right or wrong answers but are rather encouraged into critical and creative thinking.

02
Student-led learning

Students should be encouraged to support each other's learning through teamwork and feedback activities, with teachers, at times, taking a backseat. Teachers should encourage students to use and share their technological skills and global knowledge to enrich the class. This allows students to gain confidence in language fluency and content presentation.

03
Challenging activities and material which invite students to think and discover for themselves.

Students should be given plenty of opportunities to contemplate the content material. Using videos challenge students to make the cognitive leap into dynamic learning by encouraging them to view content theory in real life scenarios,

WHAT'S COOKING? - LESSON PLAN

AIMS: TO PROVIDE STUDENTS WITH LANGUAGE FOR USING AND SHARING RECIPES

WARM-UP

Students are asked to use the vocabulary related to cooking – food items, cooking verbs and tools to create a word cloud which is then displayed and discussed.

MOST POPULAR DISH

Using Mentimeter, students vote for the most popular dish.
pasta, pizza or hamburger.

LET'S VOTE!

MOST POPULAR DISH

Mentimeter

Most Popular Dish

- HAMBURGER
- PIZZA
- PASTA

Submit

Most Popular Dish

| HAMBURGER	PIZZA	PASTA
0	0	0

WHAT'S COOKING?

Students watch a video of a simple recipe. Then they look at photos of the stages and put them in the right order.They read through the steps, match the photos to the stages of how to make the dish.

MY FAVOURITE DISH

Students think of a simple dish they know how to cook and make a list of the ingredients and write a draft of the recipe. Teacher gives feedback on content and accuracy.

Chapter 3
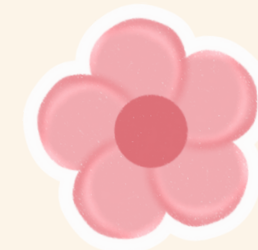
HOMEWORK

Students write the full recipe and they can make a short video of themselves cooking the dish. Using their written recipes and <u>bookcreator</u>, they can work together to create their own book of recipes.

Our Book of Recipes
by RUXANDRA MIHAELA MACIUCA

Yum Yum!

Cookbook
by 5th graders

Thank You