CLIL through CLIL
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Worksheets

Mix-freeze-pair

a. Trainer says 'mix' and the learners walk quietly around a room.

b. The trainer says 'freeze' and the learners stop where they are. When all are still, the trainer says 'pair' and learners pair with the person closest.

c. Trainer states the first task below, mentioning the time participants have for discussion (3 min).

d. Repeat 'mix-freeze-pair' for second task. (4 min)

Task 1:

In three minutes, introduce yourself (at least name and school) and share with each other your expectations from this workshop. You may use the following structure(s):

I expect to (learn; engage in; discuss…)

My expectation is that we will (learn / engage in / discuss…)

I would like (us) to (learn / engage in / discuss…)

I hope that …

Task 2:

In four minutes, introduce yourself (at least name and school) and share with each other the expectations that you stated and heard in the previous pair. Then, share your fears / concerns related to this workshop. You may use the following structure(s):

My colleague and I expect to … ; Our expectation is …; We would like to ; We hope…

I am concerned / worried about …

My concern is that ….

I fear that …

KWL-chart (Know − Want to Know − Learnt)

Trainers activate the learners' prior knowledge by asking them what they already know or believe they know; then the learners (collaborating as a whole group or within small groups) set goals specifying what they want to learn; after reading a text or listening to a presentation, the learners discuss what they have learnt.

The learners apply higher-order thinking strategies which help them *construct meaning* from what they read/ listen to. The grid helps them monitor their progress toward their goals. A three column worksheet is used for this activity.

K What I **K**NOW	W What I **W**ANT to Know	L What I **L**EARNT

After reading the text and "learning" the material, the learners go back to the "K" column and check if any of their prior knowledge was accurate. The trainer can facilitate this as a whole group activity, or assign it as individual activity (depending on whether the KWL chart was prepared individually by the learners or through a whole group approach). The statements that were inaccurate in the K column need correction at this point.

Next, the learners move to the "W" column and check if any of their questions are still unanswered. If the trainer is short of time now, the unanswered questions will have to be addressed later or assigned as individual / small group work/ homework.

INSERT
(Interactive Noting System for Effective Reading and Thinking)

Interactive Noting System for Effective Reading and Thinking (INSERT) (Vaughn & Estes, 1986) is a procedure that begins with searching prior knowledge and asking questions for marking texts, and then marking the different kinds of information that are found in the texts.

The marks:

"√"   Put a "√" (check) in the margin if something you read confirms what you knew or thought you knew.

"-"   Put a "-" (minus) if some information you are reading contradicts or is different from what you already knew or thought you knew.

"+"   Put a "+" (plus) in the margin if a piece of information you encounter is new information for you.

"?"   Place a "?" (question mark) in the margin if there is information that is confusing to you or there is something you would like to know more about.

INSERT helps monitor comprehension during silent individual reading. The number of marks learners use varies according to their age and learning skills. It is recommended that students in Grades 1 to 4 use no more than two marks. We suggest using √, "I know that," and ? or -, "I did not know that". The marks also vary depending on the purpose of reading.

INSERT is a powerful tool because it allows students to actively monitor their own comprehension as they read. The phenomenon of finishing a page of reading and having absolutely no recall of what has just been read is common to all readers. It is the best example of reading without understanding, of reading without active cognitive engagement in the reading process, and reading without monitoring comprehension. Too often students approach reading or other learning experiences with the same lack of cognitive engagement. The realization of meaning stage is critical in the learning process, but learning opportunities can go by without impact if the learner is disengaged.

INSERT chart

√	-	+	?

(reading)
Content and Language Integrated Learning

Adaptation from Steve Darn, Izmir University of Economics, Turkey
http://www.teachingenglish.org.uk/think/articles/content-language-integrated-learning

Content and Language Integrated Learning (CLIL) has become the umbrella term describing both learning another (content) subject such as physics or geography through the medium of a foreign language and learning a foreign language by studying a content-based subject. In ELT, forms of CLIL have previously been known as 'Content-based instruction', 'English across the curriculum' and 'Bilingual education'.

Why is CLIL important?
With the expansion of the European Union, diversity of language and the need for communication are seen as central issues.
- Even with English as the main language, other languages are unlikely to disappear. Some countries have strong views regarding the use of other languages within their borders.
- With increased contact between countries, there will be an increase in the need for communicative skills in a second or third language.
- Languages will play a key role in curricula across Europe. Attention needs to be given to the training of teachers and the development of frameworks and methods which will improve the quality of language education
- The European Commission has been looking into the state of bilingualism and language education since the 1990s, and it has a clear vision of a multilingual Europe in which people can function in two or three languages.

How does CLIL work?
The basis of CLIL is that content subjects are taught and learnt in a language which is not the mother tongue of the learners.
- [Knowledge of] the language becomes the means of learning content
- Language is integrated into the broad curriculum
- Learning is improved through increased motivation and the study of natural language seen in context. When learners are interested in a topic they are motivated to acquire language to communicate
- CLIL is based on language acquisition rather than enforced learning
- Language is seen in real-life situations in which students can acquire the language. This is natural language development which builds on other forms of learning
- CLIL is long-term learning. Students become academically proficient in English after 5-7 years in a good bilingual programme
- Fluency is more important than accuracy and errors are a natural part of language learning
- Learners develop fluency in [the second/foreign language] by using [the second/foreign language] to communicate for a variety of purposes
- Reading is the essential skill.

The advantages of CLIL
CLIL helps to:
- Introduce the wider cultural context
- Prepare for internationalisation
- Access International Certification and enhance the school profile
- Improve overall and specific language competence
- Prepare for future studies and / or working life
- Develop multilingual interests and attitudes
- Diversify methods & forms of classroom teaching and learning
- Increase learner motivation.

CLIL in the classroom

CLIL assumes that subject teachers are able to exploit opportunities for language learning. The best and most common opportunities arise through reading texts. CLIL draws on the lexical approach, encouraging learners to notice language while reading. Here is a paragraph from a text on fashion:

The miniskirt is a skirt whose hemline is high above the knees (generally 200-300 mm above knee-level). Its existence is generally credited to the fashion designer Mary Quant, who was inspired by the Mini Cooper automobile, although André Courrèges is also often cited as its inventor, and there is disagreement as to who invented it first.

The language to be looked at in a passage like this falls into three categories - subject specific, academic and other lexis including fixed expressions and collocations:

Subject specific	Academic	Other language
miniskirt hemline knee-level fashion designer	credited designer cited invented	above the knee(s) credited to inspired by cited as disagreement as to

The treatment of this lexis has the following features:
- Noticing of the language by the learners
- Focus on lexis rather than grammar
- Focus on language related to the subject. Level and grading are unimportant
- Pre-, while- and post-reading tasks are as appropriate in the subject context as in the language context.
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The future of CLIL

There is no doubt that learning a language and learning through a language are concurrent processes, but implementing CLIL requires a rethink of the traditional concepts of the language classroom and the language teacher. The immediate obstacles seem to be:
- Opposition to language teaching by subject teachers may come from language teachers themselves. Subject teachers may be unwilling to take on the responsibility.
- Most current CLIL programmes are experimental. There are few sound research-based empirical studies, while CLIL-type bilingual programmes are mainly seen to be marketable products in the private sector.
- CLIL is based on language acquisition, but in monolingual situations a good deal of conscious learning is involved, demanding skills from the subject teacher.
- The lack of CLIL teacher-training programmes suggests that the majority of teachers working on bilingual programmes may be ill-equipped to do the job adequately.
- There is little evidence to suggest that understanding of content is not reduced by lack of language competence. Current opinion seems to be that language ability can only be increased by content-based learning after a certain stage.
- Some aspects of CLIL are unnatural; such as the appreciation of the literature and culture of the learner's own country through a second language.

Until CLIL training for teachers and materials issues are resolved, the immediate future remains with parallel rather than integrated content and language learning. However, the need for language teaching reform in the face of Europeanisation may make CLIL a common feature of many European education systems in the future.

Where is CLIL happening?

CLIL has precedents in immersion programmes (North America) and education through a minority or a national language (Spain, Wales, France), and many variations on education through a "foreign" language. Euro-funded projects show that CLIL or similar systems are being applied in some countries, though they are not part of teacher-

training programmes. There has been an increase in the number of schools offering 'alternative' bilingual curricula, and some research has been done in training and methodology. Several major European organisations specialising in CLIL projects have emerged, including UNICOM, EuroCLIC and TIE-CLIL.

In the UK, the incentive comes from the Content and Language Integration Project (CLIP) hosted by the UK government's centre of expertise on languages. The centre monitors a number of projects covering the 7-16 age group and involving innovations in language teaching such as the integration of French into the primary curriculum. Other research is based at the University of Nottingham, while teacher training and development courses in CLIL are available through, among other institutions, the Norwich Institute for Language Education.

Parents ask – experts answer

(Adapted from Marsh, D.: *Using languages to learn and learning to use languages*, TIE-CLIL)

Set of questions:
Q 1: Could learning in the additional language hurt my child's first language?
Q 2: Will my child learn the main content as well if s/he studies only in the first language?
Q 3: What if my child is not as good at languages as the other children in the classroom?
Q 4: Should my child already have a background in the additional language, like having lived abroad or used it with family members or friends before starting CLIL?
Q 5: Is it likely that my child will have to do more work, and possibly face more stress, if s/he joins the CLIL class?
Q 6: What is the responsibility of parents in CLIL?
Q 7: Is it important that the parent can also speak in the CLIL language?
Q 8: What if I cannot help my child with his/her homework?
Q 9: Will I have to spend more money on materials if my child goes into a CLIL class?
Q 10: Who are the CLIL teachers?
Q 11: Will the teacher use the youngster's first language if things become too difficult in the CLIL language for him/her to understand the content?
Q 12: Does CLIL encourage a multicultural policy which recognises the importance of all the languages of children in the school, or is the focus only on the CLIL language?

Set of answers
Write the correct number of the answer in the space after A:

A: Most CLIL classes involve use of two languages, the majority language and the CLIL language. One reason why this CLIL approach is called *integrated is* because it includes switching from one language to another when it is in the best interests of learning. Often the main issues are given in the first language and then learning activities are carried out in the additional language.

A: Yes, although the learning process may slow down, particularly at the beginning. There is even the possibility that the learning could be more successful when an additional language is used. This may be due to the child having to work harder at decoding in the additional language, the teacher stressing the main learning points, or other reasons such as high learner motivation resulting from the sense of 'fun' which some children experience.

A: In CLIL, the development of the first language carries the utmost importance. Remember that *integrating content and language learning* should not mean that the focus on learning 'another' language results in your child's first language being neglected. Children will initially mix sounds and words when they are operating with more than one language. As the child learns to master two different languages there will be some degree of *interference*, which is what happens when elements of one language come into the use of another. Interference is part of the normal process of language learning and is not a sign of a problem unless it becomes unacceptably recurrent.

A: Each CLIL class should start at a level which is suitable for the children involved. Many classes are started with the assumption that the children do not have any prior knowledge of the language. Yes, it can be a help, but it is not a requirement.

A: All people are different in ability when it comes to language command, regardless of the language. CLIL classrooms always have children with mixed abilities in terms of not only the additional language but also other forms of knowledge and skill. One key part of CLIL methodology requires that children use the language actively with each other during the lessons so that they learn from each other. All children can benefit from CLIL, not just those that we think of as being *good at languages.*

A: It is possible that the CLIL class may be perceived as 'more demanding' by the child, for the simple fact that listening, reading, speaking in an additional language is tiring until we get used to it. Therefore, it is possible that the workload will feel heavier for the child, but it is up to the school to ensure that this is kept at an acceptable level. Remember that some work can be fun, and some boring. If the child enjoys the CLIL experience then the extra

workload will not be seen as a problem. Each school has a responsibility to ensure that its pupils' exposure to negative stress is kept to an absolute minimum, and this is as true for CLIL classes as for any other.

A: As is the case with education in general, parents need to be involved with the CLIL process, offering whatever support is possible and relevant. The key responsibility can be summed up as 'take an active interest', not just at the beginning of CLIL, or at the end, but through the whole process. Taking an active interest means that parents should talk to their sons and daughters so that they can share successes and concerns during the CLIL teaching process. In the case of young children in particular, parents should remember that although CLIL may happen at school, it is the home which remains the most important place for the development of a child's communication skills, particularly in the first language.

A: The child should be able to do most of his/her homework without help being given by parents. If this is not the case then the teacher should be consulted so that adjustments can be made to the type of homework tasks being given. One of the characteristics of CLIL methodology emphasises the importance of group work when doing problem-solving tasks in class. It may be that sometimes contact with another child from the class could be a help when facing task-based difficulties with homework. In CLIL, teachers often have to guide pupils rather carefully in terms of homework, which means that problems, if they surface, are likely to be quickly identified and handled.

A: No, in some cases youngsters can have great fun from acting as the language teacher of the parents! It is important that the parent shows interest and looks for opportunities to activate use of the language.

A: CLIL is carried out in one language, but combined with the use of the language of the larger environment. A major outcome of CLIL is not only to establish competence in these two languages but also to nurture a 'can do' attitude towards language learning in general. So very often the CLIL language will itself only be a platform by which the youngster may ultimately take an interest in other languages and cultures as well. If the child has a home language which is not the language of the wider environment, then CLIL can lead to an even greater appreciation of that home language.

A: This depends on the school policy regarding availability of materials. If you wish to actively support the development of the CLIL language at home, then it is likely that this will involve some extra costs.

A: It has been found that some of the most suitable CLIL teachers are those who speak the majority language as their first language and the CLIL language as a second language. This is particularly important when dealing with young children since these teachers are often sensitive to the ways children learn in the first language and familiar with the points of transference which come about from using the CLIL language.

Group Self-Assessment for Discussions

Members of the group: …………………………………………………………………………….

	Consistently	To some extent	Never
We make sure we understand the task before proceeding.			
We stay on the assigned task.			
Everybody contributes comments.			
People listen to each other actively.			
We allow several ideas to come forth before reaching a conclusion.			
We sum up our position at the end.			
Someone takes good notes from our discussion.			
We do our best to use English in communication within the group.			

Trainer's checklist of group work

Members of the group observed: ……………………………………………………………..........

What the trainer monitors:	Evident (E) / Not evident (NE)
Group members make sure they understand the task before proceeding.	
Group members stay on the assigned task.	
Everybody contributes comments.	
Group members listen to each other actively.	
Group members sum up their position.	
One member of the group takes good notes from our discussion.	
Group members use the foreign language in group communication.	

Planning a CLIL unit

Unit plan

Title:
Topic:
Subject area:
Language:
Language Level   A1   A2   B1   B2   C1   C2
Target group:
Time:
Aims:
- skills:
- knowledge:

Methodology, classroom activities:
Assessment tools:
Evaluation criteria:
- for language ………………………………………………………………………………
- for content ………………………………………………………………………………
Documents and materials:
……

Description:

Planning matrix

Language ⟍ Content	Language issue 1	Language issue 2	Language issue 3 …
Topic 1			
Topic 2			
Topic 3 …			

Guiding questions

1. Unit Goals and Objectives (Consider how this unit fits in with year long goals; remember to include language-related goals and objectives! Describe how the goals relate to the overall curriculum (school/ institution or state frameworks; your own training curriculum, etc.)

2. Characteristics of the learners for whom this unit is intended (in particular, needs in the cognitive and social areas)

3. Content (What will be the content you will be using to achieve the objectives? Describe and relate content to the materials and media (any resource persons or materials other than textbook: be as specific as possible. Identify resources, their availability, how they are to be used, and why they are chosen)

4. Delivery procedures (How will you introduce the unit and share the goals and objectives to ensure learner motivation and engagement? How will you facilitate building new knowledge and skills? How will you consolidate learning?)

5. Time management (How much time will you allocate to the entire unit and to specific segments of it?)

6. Assessment and evaluation of learner progress (Identify the methods you will use to identify student learning levels and needs. Describe when these will be used during the unit. Remember to relate assessment instruments to the outcomes stated in the goals)

(adapted from *http://itc.utk.edu/~bobannon/unit_plans.html*)

Analytic assessment grid for content, language and co-operative work (9)

	Criteria	5 excellent	4 good	3 satisfactory	2 almost satisfactory	1 unsatisfactory	Score
C O N T E N T	**Use of basic subject concepts and knowledge**	Provides a complex, original definition of CLIL in around 200 words, which identifies at least four essential features of CLIL.	Provides a correct definition of CLIL using some of the wording from the reading materials and some original elements.	Identifies one complete definition of CLIL in the reading materials provided during the training.	Identifies one element of a definition of CLIL provided in the reading materials made available during the training.	Does not identify any element of a CLIL definition.	
	Application of knowledge to new situations	Designs and is completely prepared to deliver one minimum 15-hour CLIL module in his/her school.	Correctly and completely adjusts the CLIL module/ unit designed in a group during training to his/her students' learning needs and is ready to start delivering it.	Adds at least three new and relevant elements (adjusted to his/her students' needs) to the draft design of the CLIL unit produced in a group during training.	Adds at least one relevant new element to the draft design of the CLIL unit produced in a group during training.	Does not add any relevant new element to the draft design of the CLIL unit produced in a group during training.	
	Creativity	Lists four valid and highly convincing arguments for adopting CLIL in his/her school.	Lists three valid and convincing arguments for adopting CLIL in his/her school.	Lists two valid arguments for adopting CLIL in his/her school.	Lists one argument for adopting CLIL in his/her school.	Does not list any argument for adopting CLIL in his/her school.	
L A N G U A G E	**Use of language (L2=EN) listening reading**	Understands all essential communication (oral and written) related to CLIL in L2.	Understands most essential communication (oral and written) related to CLIL in L2.	Understands some essential communication (oral and written) related to CLIL in L2.	Understands some communication (oral and written) related to CLIL in L2.	Does not recognize in written or spoken language any CLIL-related vocabulary in L2	
	Use of language (L2=EN) speaking writing	Argues clearly both orally and in writing in L2 for adoption of CLIL in his/her school.	Produces at least two arguments (orally and in writing) in L2 for adoption of CLIL in his/her school.	Produces at least one argument (orally or in writing) in L2 for adoption of CLIL in his/her school.	Produces at least part of an argument (orally or in writing) in L2 for adoption of CLIL in his/her school.	Does not use in spoken or written language any CLIL related vocabulary in L2.	
	Use of language (L2=EN) writing	Produces a draft design of a CLIL module in L2.	Produces most or all of a draft design of a CLIL module in L2 with support from trainer/ other participants.	Contributes at least one correct and relevant element to the draft design of a CLIL module in L2.	Contributes at least one element to the draft design of a CLIL module in L2.	Does not produce any written CLIL-related vocabulary in L2.	
	Use of language (L2=EN) interaction	Interacts with group members very effectively in L2.	Interacts with group members adequately and relevantly in L2.	Interacts with group members in CLIL-related communication in L2 at least twice.	Interacts with group members in L2 at least twice.	Does not interact at all with group members in L2.	
C O O P E	**Securing shared understanding**	Always makes sure that group members have shared and correct understanding of the task before undertaking it.	Most times, makes sure that group members have shared and correct understanding of the task before undertaking it.	Sometimes remembers to check that group members have shared and correct understanding of the task before undertaking it.	Remembers at least once to check that group members have shared and correct understanding of the task before undertaking it.	Never checks that group members have shared and correct understanding of the task before undertaking it.	
	Staying on task	Always focuses on task.	Focuses on task most of the time.	Sometimes focuses on task.	Focuses at least once on task.	Never focuses on any group task.	

R A T I O N	Active listening	Always listens actively to relevant communication in group.	Listens actively to relevant communication in group most of the time.	Listens actively to relevant communication in group some of the time.	Listens to relevant communication in group some of the time.	Never listens to communication in group.

Participants' self-evaluation grid (10)

Participant's name	
L2:	
Topic delivered	

In the space on the right, please write the number that best reflects your self-assessment as a learner, and comment on why you have chosen that number.

MY EVALUATION	1 lacking	2 adequate	3 good	4 excellent
Evaluation of training as a whole				
Content acquisition				
Development of concepts				
Involvement in communication				
Use of L2				
Attitude				

Please, respond in the space provided on the right.

Difficulties encountered	
What interested me most	