The CLIL Classroom

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Outline

✓ Elements to be considered when creating a CLIL lesson
✓ Learning Centers
✓ A checklist to easily see if your lesson contains most of these “elements”
JL
Edu Dept Mtg 2day @ 4 PM.
Nd 2 dssss nxt wks accreditation team clasrm obs.
ALL LP’S MUST include elements from:
CLIL 4Cs / Voc / RWLS / 21KL 4Cs / HOTS/ DIF/ VARK/ SCC/ BL/ Flpd Clsrm and LBD......
Content Language Integration Learning
CLIL TIMES

by PINEIRO

NEW CLIL TEACHER

FOLDING
FOL
CULTURE
CULTU

CLIL

COGNITION

CONTENT

MULTIPLE

LANGUAGE

Content: “acquisition” of knowledge, skills, and understanding

Cognition: critical thinking skills to solve problems and to reflect to getting better

Communication: “learn to use language and use language to learn”. Team working is very useful

Culture, community and citizenship: learning community of a class/school to understand the concept of citizens of the world (international awareness and understanding)
I got this!!
The Four Language Skills
The Four Cs of 21st Century Learning
21st Century Learning

Creativity & Innovation

Critical Thinking & Problem Solving

Communication

Collaboration
Communication
Sharing thoughts, questions, ideas, and solutions
Collaboration

Working together to reach a goal — putting talent, expertise, and smarts to work
Creativity

Trying new approaches to get things done equals innovation & invention
Critical Thinking

Looking at problems in a new way, linking learning across subjects & disciplines
Speaking of Critical Thinking
Like Bloom’s Taxonomy?

- First bullet point here
- Second bullet point here
- Third bullet point here

<table>
<thead>
<tr>
<th>Class</th>
<th>Group A</th>
<th>Group B</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>82</td>
<td>95</td>
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<tr>
<td>Class 2</td>
<td>76</td>
<td>88</td>
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<tr>
<td>Class 3</td>
<td>84</td>
<td>90</td>
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</table>
Design tasks that promote critical thinking
Task descriptors use verbs related to the HOTS
Content: includes curriculum topics, concepts, or themes

Differentiating content involves:
- providing students with choices in order to add depth to learning
- providing students with additional resources that match their levels of understanding

To differentiate content:
- use ‘hands on’ activities for some learners to help them understand a new idea
- use texts at more than one reading level
- present information through both whole-to-part and part-to-whole
Process: how students make sense or understand the information, ideas and skills being studied

Differentiating process involves:

- providing varied options at different levels of difficulty or based on differing student interests
- offering different amounts of teacher and student support for a task
- giving choices about how students express their understanding
- varying the learning process depending on student learning styles.

To differentiate process:

- use tiered activities with different levels of support, challenge or complexity
- use flexible grouping
- develop activities that target auditory, visual and kinesthetic learners
Product  Tends to be tangible, for example reports, tests, brochures, speeches or performances. Reflects student understanding.

Differentiating product involves:

- providing challenge, variety and choice
- giving students options about how to express required learning

To differentiate product:

- prove challenge, variety and choice
- give students options about how to express required learning
Learning Environment: is the ‘climate’ of a classroom
includes the operation and tone of the classroom - class rules,
furniture arrangement, lighting, procedures and processes.

Differentiating environment involves:

- considering the look and feel of the classroom
- providing a safe and positive environment for learning
- allowing for individual work preferences
- managing the learning space

To differentiate environment:

- help students understand that some learners need to move around to learn while others do better sitting quietly
- vary the places where learning occurs – for example the lab or outside.
- use alternative seating
THE 8 LEARNING STYLES
Which One Works for You?

Intrapersonal
Interpersonal
Learning Styles
Linguistic
Logical
Musical
Kinesthetic
Naturalistic
Visual-Spatial
Four Learning Styles (VARK model)

V
Visual

A
Aural (auditory + oral)

R
Reading/Writing

K
Kinesthetic/Tactile
Graphic Organizers

Excellent for

✓ Differentiation
✓ Different Learning styles
✓ Critical Thinking
✓ Scaffolding
Student Centered Class

Classrooms that are student-centered are successful.

80 – 20 Rule
Blended Learning  (*traditional + non-traditional*)
FLIPPED
CLASSROOM
Learning by Doing

“I hear and I forget.
I see and I remember.
I do and I understand.”
-Confucius
Classroom Learning Centers (hubs, stations, etc.)

Some of the many benefits:

- Student centered
- Allow for differentiation
- All students engaged at same time
- Practicing and learning simultaneously
- Students can work on their weaker skills
- Teachers can work one on one with students who need additional help
How to choose the activities for the centers

Many different possibilities
By Skills
By CLIL
By VARK
By Activity
By Topic/Theme
By HOTS
By Learner Levels
Activities should be

Meaningful
Relevant
Outcome/Objective driven
Content Rich
Engaging and Challenging
Differentiated
Manageable in the time allotted
Checklist to make sure everything was covered

<table>
<thead>
<tr>
<th>Center Tasks</th>
<th>Class</th>
<th>Date</th>
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**CLIL Lesson Plan Checklist**

**Class:** Child Development

<table>
<thead>
<tr>
<th>General Lesson Objectives:</th>
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<tbody>
<tr>
<td>Name the developmental milestones of a 2 yr old (18 to 24 months)</td>
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<td>Categorize the milestones into appropriate developmental domains</td>
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<td>Choose and use appropriate vocabulary associated with child development</td>
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<td>Evaluate whether a 2 yr old child is developing according to norms</td>
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<tr>
<td>Design and create activities that foster development for a two yr olds</td>
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<tr>
<th>Flipped Classroom Assignment:</th>
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<tr>
<td>Reading Assignment: 1- 2 year-old Developmental Milestones (text)</td>
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<tr>
<td>Watch Ted Ed Video and answer questions “The Two Year Old Child”</td>
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Center One  Vocabulary Center (individual, pair, or group)

• Match child development vocabulary words with definitions. Definitions are on the wall- words are on table on sticky notes. Students must run to the wall and find correct definition and stick the word.

• Students act out or draw vocabulary words and others have to guess the word (ie. crawl, tiptoes, pincer grasp, babble, toddler, palmar grasp, reflexes, etc.)

• Place vocabulary words into the correct developmental domain in the graphic organizer.
Center Two  Role Play (pairs)

• One is doctor/one is caregiver who’s bringing two year-old in for check-up. Through questions and answers discover if the child is meeting expected 2 yr. old milestones.
Center Three Activity Designer

• You are a babysitter. Create a plan of age-appropriate activities that foster development (each person chooses one) emotionally, cognitively, socially and physically at this stage.

• Share your activity with the table. Be sure to include language development.

<table>
<thead>
<tr>
<th>Cull 4Cs</th>
<th>Cent 4 Cs</th>
<th>21st RWLS</th>
<th>VARK</th>
<th>Differ. CPPE</th>
<th>Blended</th>
<th>80/20</th>
<th>LBD</th>
<th>Vocab</th>
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• Write an email to your mom who hasn’t had a chance to come and visit your 2 year old child for a year! Tell her all of the amazing and fantastic ways your child has changed (in the order that she/he developed).

• Create photo album page(s) in Shutterfly of your two year old child with all of the things he/she has learned to do lately. Use pictures from Google images and label each photo with the milestone and brief description.
A few things to consider
Group your students mindfully
Organize your materials carefully beforehand
Train students first
Make sure:
• directions are clear and easy to follow
• tasks are able to be completed in given time
• there’s a way to know if they are correct or not (provide answer keys)
Activities should have informal or formal assessment follow up
Come together at end of class as a whole group to discuss and feedback
We can do it all!!!
Questions?
For more information

www.elprograms.org

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