

# Integrating CLIL

*A practical course for teachers*

## Welcome and introductions



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EFL TEACHER-TRAINER

## Who am I?



Archaeologist



Museum learning manager



English teacher-trainer

## Course objectives

1. Understand what CLIL is, and how to use it in your classrooms
2. Develop confidence and skills in English

# MODULE ONE

## Understanding CLIL

### Part 1

## Today

Hello!

Welcome and introductions

Where are we now?  
Our CLIL journey

What is CLIL?  
The theory

Challenges  
Discussion

Let's start! Let's....



switch

warm



tune



Where are we now?



expectations

worries

what are you bringing?

what are you leaving behind?

What is CLIL?



What is CLIL?

*CLIL is...*

### CLIL methodology questions

answer later!

1. True or False?: CLIL lessons should be 100% L2.
2. Who created the term CLIL?
3. Unscramble the letters: which of the four C's is this? **turclue**
4. What's one benefit of teaching using CLIL?

## CLIL isn't...

new ✗      a translated lesson ✗      a language lesson ✗

*"learning of content and the simultaneous  
learning of a foreign language"*

*David Marsh, 1994*



## Who is CLIL for?



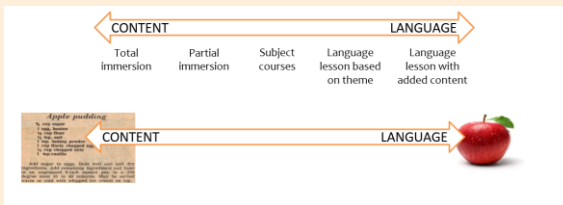
## How does CLIL work?



Find a balance that works for you



## What leads, content or language?



Adapted from One Stop English: how do you know if you're practising CLIL?

## CLIL is dynamic



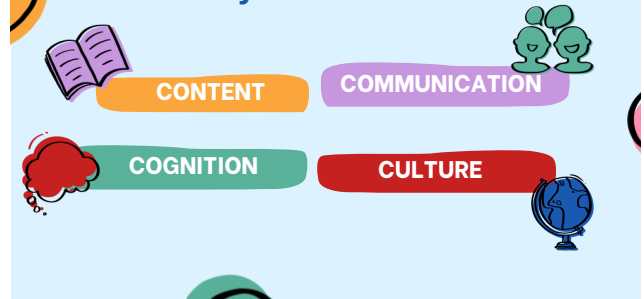
concept  
s  
procedures  
language

from Ball et al 2015 Putting CLIL into Practice

## Is it CLIL?

- ✓ Are the students engaged with the content?
- ✓ Are they using and producing language?
- ✓ Are you supporting their learning with appropriate scaffolding?
- ✓ Are they developing competencies?

## Co Doyle's Four Cs



### CONTENT

- Clear, **authentic, user-friendly material**
- **Multi-modal**: visual information, images, maps, tables, film, texts...
- **Adapt**, paraphrase, repeat



### COMMUNICATION

- Maximise **language production** opportunities
  - Prioritise **group/pair work**
- **Scaffolding**
  - Language, procedures, materials
- Targeted feedback
  - **communication before correction**



### COGNITION

- **Activate and elicit** prior knowledge
- **Lower and higher level thinking**:  
Who, what, when, where ...  
...how and why?
- Core skills and **competencies**



### CULTURE

- **Connect** with it, **compare** and **question** (what is culture?)
- Recognise **multicultural and multi-lingual contexts**
- Give **relevant tasks** with 'real world' challenges
- Develop **positive attitudes**



## Why do CLIL?



### Benefits for students

- Students at the centre
- Inclusive
- Motivation to study and sense of achievement
- Greater exposure to language
- Language is a tool NOW
- Preparation for the future

## Benefits for teachers / schools

- Innovative, intercultural approach
- Creates endless, cross-curricular teaching opportunities
- Promotes good teaching practise
- Can create time in curriculum
- Helps achieve learning goals

*European Council: "all EU citizens, by the time they leave compulsory schooling, should be able to speak two languages other than the mother tongue".*

## CLIL methodology questions

answer time!

1. True or False?: CLIL lessons should always be in L2.
2. Who created the term CLIL?
3. Unscramble the letters: which of the four C's is this? **t u r c l u e**
4. What's **one benefit** of teaching using CLIL?

## And the challenges?

