

Introductory Lesson to CLIL:

This lesson is designed for teachers as a way to introduce the CLIL approach to students. CLIL teaching strategies and foci will be fairly unfamiliar to Irish students. Therefore, the purpose of this lesson to encourage student engagement in the experience.

Intent

To advocate a shared approach to CLIL in the classroom and equalise the power structures that exist between teacher and student

Implementation

This lesson will focus on key themes inherent to the CLIL approach including content vs. language, communication and the language triptych

Impact

This lesson will ensure that students' expectations are aligned with those of the teacher to make the CLIL experience a positive one.

Objective:

- To create a CLIL classroom charter that students and teachers will adhere to ensure that this experience is valuable and worthwhile.

Outcomes:

- Students will be introduced to the CLIL approach and consider the threats and opportunities for them
- Students will experiment with content vs. language and communication using maths
- Students will consider what makes good communication
- Students will reflect on the different types of language we use in the classroom
- Students will create the CLIL charter for the group

Differentiation

- Every activity in this lesson is differentiated in some way to allow for different levels of outcome
- Light Bulb moments are also used as a way to stretch those who are gifted

Time

- This lesson will take approximately 1 hour. There is a natural split between the first and second half of the lesson if you need to deliver this lesson over 40 mins.

Lesson Stage	Time	Teacher Activity	Student Activity	Work Type
Starter: the language triptych	:00-:10	<p>Ensure that PowerPoint is displayed before students enter the classroom and that cards have been laid out on each desk. (SLIDE 1 and 10)</p> <p>Circulate providing support: This activity is to introduce students to the language triptych but will not do so explicitly</p> <p>Choose one person from each table before the activity/discussion has finished to feedback to the class.</p>	<p>Students enter room and follow instructions on the PowerPoint.</p> <p>Students need to group the classroom utterances into 3 separate groups. The names of the groups are not communicated to the students.</p> <p>NB If you want to make this activity more challenging, then the cards can be translated into the foreign languages that the students are learning.</p> <p>Students then give each group a title according to what the utterances represent</p>	<p>Group Work</p> <p>Discussion</p>
Mini Plenary	:10-:15	<p>Q: How have we grouped these utterances? (SLIDE 2)</p> <p>Once all ideas have been shared, explain that these utterances represent 3 different types of language that we use in the classroom:</p> <ol style="list-style-type: none"> 1) Content Language e.g. language that is related to the topic that we are studying (Language of Learning) 2) Working Language e.g. in order to be able to work in a group or a pair, to take turns etc. we need this type of language (Language for Learning) 3) Unplanned language e.g. language that we need to use to express our ideas, thoughts and feelings or to explain things that we can use at any point. (Language through learning) 	<p>Students who were chosen during the discussion feedback the ideas.</p> <p>In their copy books, after the teacher has explained the three types of utterances:</p> <p><u>ALL</u> students write a definition of each type of language</p> <p><u>MOST</u> students given an example in English</p> <p><u>SOME</u> students give an example in a Foreign language.</p>	<p>Class discussion</p> <p>Individual work</p>
Activity 1: Introduction to CLIL	:15-:20	<p>SLIDE 3: Introduction to CLIL</p> <p>Explain that we will be adopting a new approach to language learning during this term</p> <p>Rather than focusing on language and grammar we are focusing on teaching you facts, ideas etc. through the target language</p> <p>Explain that it is like teaching history through French/Spanish but that we are not going to this extreme</p> <p>Explain that it is called CLIL (content and language integrated learning)</p> <p>Explain that grammar isn't important but communication and content</p> <p>Q: How or why do you think that the previous activity we did is important to CLIL teaching?</p>	<p>Students listen to this very brief introduction but are given ample opportunity to ask questions about what you are saying</p> <p>ANS We need to learn different types of language to communicate</p>	<p>Active Listening</p> <p>Reflecting</p>

Lesson Stage	Time	Teacher Activity	Student Activity	Work Type
Activity 2: Content vs. Language and Communication	:20- :30	<p>SLIDE 4: How does CLIL work?</p> <p>Explain that we are now going to experiment with this idea of content vs language and communication</p> <p>NB Adapt the slide at this point for the foreign language that students know. You could also use two foreign languages (a Spanish one is given as an example)</p> <p>Get students to look at the examples of the two mathematical sums on the board.</p> <p>Q: Imagine you are a French teacher in a normal languages classroom, how would you respond to the students work on the board?</p> <p>Q: Imagine you are a CLIL teacher who is using French in the CLIL classroom, how would respond to the students work on the board?</p> <p>Reinforce the importance of content over language</p>	<p>Students right down some simple mathematical sums using simple operations (plus, minus, times, divide) Give the students the vocabulary to do this in the foreign language.</p> <p>In pairs, students now question each other asking an answering their sums in foreign language</p>	<p>Class discussion</p> <p>Numeracy</p> <p>Pair-work</p>
Mini Plenary	:30- :35	<p>SLIDE 5: Student Assessment</p> <p>Explain now that students are going to assess themselves.</p> <p>Provide them with the assessment grid that is COMMUNICATION focused</p> <p>The point here is that we are not assessing their ability to remember 100 irregular verbs or 100 spellings. We are assessing their ability to communicate</p>	<p>Students silently assessment themselves and in their copy books write down What Went Well and Even Better If (i.e. what they need to improve)</p> <p>NB You can replace WWW and EBI with whatever formative framework you use in your school.</p> <p>Students share their reflections with their partner or table and then with the class.</p>	<p>Individual Reflection</p> <p>Pair and Group Reflection</p>
Homework: Threats and Opportunities	:35- :40	<p>HOMEWORK</p> <p>SLIDE 6: What are we interested in, what are we worried about?</p> <p>Explain that students need to create a grid in their copy books at home with two columns. The titles of each column are:</p> <ol style="list-style-type: none"> 1) What do I like about this approach? 2) What am I worried about? 	<p>Students at home need to write a total of 10 ideas (not necessarily 5 in each column and bring to next lesson)</p>	Homework

Lesson Stage	Time	Teacher Activity	Student Activity	Work Type
Activity 3: Starter	:00-:05	<p>SLIDE 7: Peer marking</p> <p>Have the instructions on the board for the starter and encourage students as they enter the room to begin the activity</p>	Students look at each others' copy books and ideas and add their peers ideas in a different colour pen or pencil.	<p>Pair/Group Reflection</p> <p>Peer Marking</p>
Mini Plenary	:05-:10	<p>Choose 2 scribes to come to note ideas down on the board for the class. One for the points they are excited about and one for the points that they are worried about.</p> <p>Take ideas from the class and jot these down on the board</p> <p>Q: What can we (you or I) do to help ensure that our worries do not affect our learning?</p>	Students respond to this question after the discussion. They should do this individually in their copy books. You do not want to see their responses but ask them to keep them in mind for the next activity	Group Feedback
Activity 4: Diamond 9	:10-:20 :20-:30	<p>SLIDE 8: Diamond 9</p> <p>Give out post-it notes to each table.</p> <p>Meanwhile, draw a diamond 9 on the board.</p> <p>When the discussions have finished and students have created their diamond 9, go around the room asking for students top priorities. Negotiate with students which one should go in the top box. Continue this process until you have the class diamond 9.</p> <p>NB In advance of this lesson you will need to make a teacher Diamond 9 that details all the things the you as a teacher need to do to be successful. Reveal this to students and explain that your Diamond 9 and theirs will be displayed in the classroom together.</p> <p>You should word-process the diamond 9 and hand it out to students in the next lesson so that they can stick it into their copy books or have it displayed somewhere on the wall in the classroom.</p>	<p>In groups, students now write one thing on each post-it note that they think will be important for them to be successful in CLIL lessons. Students need 9 things</p> <p>Once they have the 9, they then organise them into a diamond 9 shape on their table according to the ones that are the most important.</p> <p>Students negotiate which keys to success are the most important. Students might want to copy in their books or take a picture.</p>	<p>Group discussion</p> <p>Negotiation and Debate,</p> <p>Class Discussion</p>
Activity 5: Homework	:30-:40	<p>SLIDE 9: Homework</p> <p>Give out the first piece of homework that is going to be used in the following CLIL lesson. This might be some vocabulary they need or something to read.</p> <p>It is important to start the process straight away so that they can go away and put into practice what they have just agreed.</p>		Homework, Flipped Learning