

CLIL

**GENERAL
CONCEPTS**

CULTURE

MULTICULTURALISM

DIVERSITY

CULTURAL DIVERSITY

'Culture is at the core of CLIL'



CULTURE

CULTURE

- the way of life, especially the general customs and beliefs, of a particular group of people at a particular time;
- the attitudes, behaviour, opinions, etc. of a particular group of people within society;
- music, art, theatre, literature, etc.

MULTICULTURALISM

- the belief that different cultures within a society should all be given importance;
- the way in which a society deals with cultural diversity, both at the national and at the community level;
- multiculturalism assumes that society as a whole benefits from increased diversity through the harmonious coexistence of different cultures.

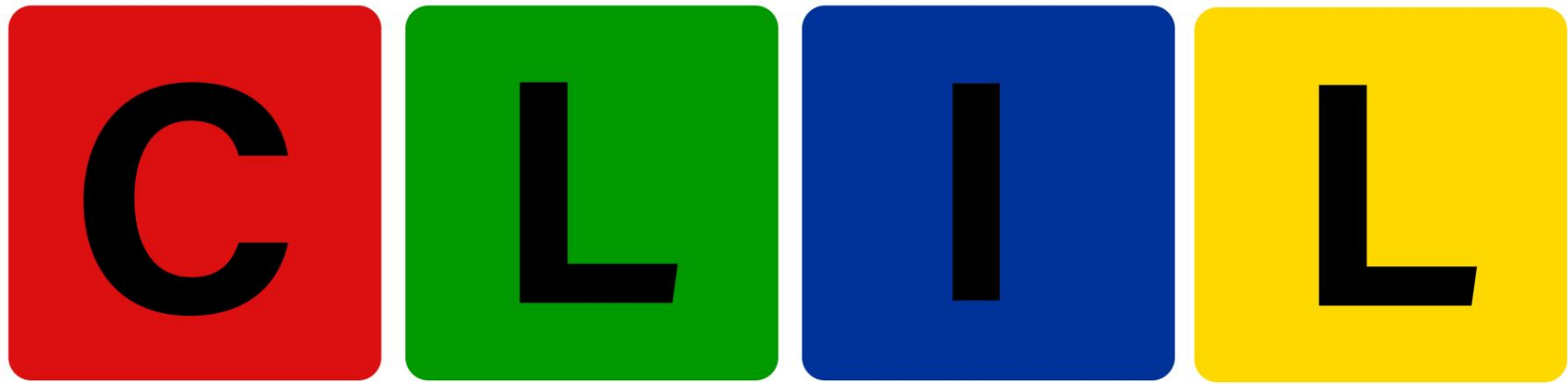
DIVERSITY

- the fact of many different types of things or people being included in something;
- a range of different things or people;
- the fact that there are many different ideas or opinions about something;
- the condition or fact of being different or varied.

CULTURAL DIVERSITY

- the mixture of races and religions that make up a group of people;
- the fact of there being people of many different groups in society, within an organization, etc.;
- race, ethnicity, sexual orientation, religion, language, gender, age, disability, socioeconomic status.

WHAT DOES IT MEAN?



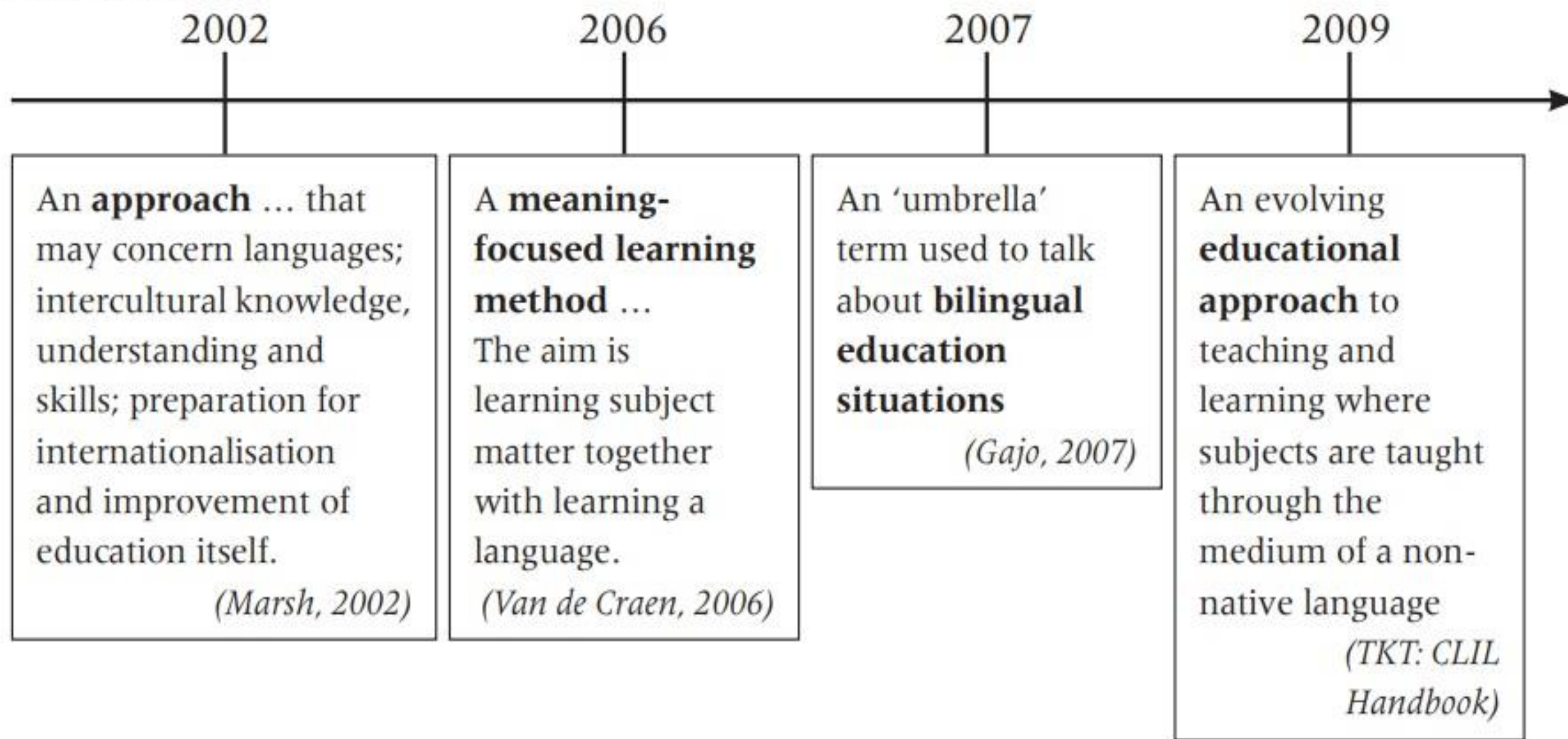
Content and Language Integrated Learning

Content and language integrated learning (CLIL)

is a way for learning content through an additional language (foreign or second) or language through some specific content, thus teaching the subject via the language.

■ What is CLIL?

CLIL, or Content and Language Integrated Learning, has many definitions. Here are some of them:



CAN YOU NAME KEY COMPETENCES FOR LIFELONG LEARNING IN THE EUROPEAN SCHOOLS?



KEY COMPETENCES FOR LIFELONG LEARNING IN THE EUROPEAN SCHOOLS

- 1) Literacy competence;
- 2) Multilingual competence;
- 3) Mathematical competence and competence in science, technology and engineering;
- 4) Digital competence;
- 5) Personal, social and learning to learn competence;
- 6) Civic competence;
- 7) Entrepreneurship competence;
- 8) Cultural awareness and expression competence.

LITERACY COMPETENCE

- Literacy is the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions in both oral and written form, using visual, sound/audio and digital materials across disciplines and contexts.
- It implies the ability to communicate and connect effectively with others in an appropriate and creative way.

MULTILINGUAL COMPETENCE

- This competence defines the ability to use different languages appropriately and effectively for communication.
- It broadly shares the main skill dimensions of communication of literacy: it is based on the ability to understand, express, and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs.

MATHEMATICAL COMPETENCE PLUS SCIENCE, TECHNOLOGY, ENGINEERING

- Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations.
- Competences in technology and engineering are applications of that knowledge and methodology in response to perceived human wants or needs. Competence in science, technology and engineering involves an understanding of the changes caused by human activity and responsibility as an individual citizen.

DIGITAL COMPETENCE

- Digital competence involves the confident, critical and responsive use of, and engagement with, digital technologies for learning, at work, and for participation in society.
- It includes information and data literacy, communication and collaboration, digital content creation (including programming), safety, (including digital well-being and competences relating to cyber security), and problem solving.

PERSONAL, SOCIAL & LEARNING TO LEARN COMPETENCE

- Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career.
- It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, empathise and manage conflict.

CIVIC COMPETENCE

- Civic competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic and political concepts and structures, as well as global concepts and sustainability.

ENTREPRENEURSHIP COMPETENCE

- Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others.
- It is founded upon creativity, critical thinking, and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or commercial value.

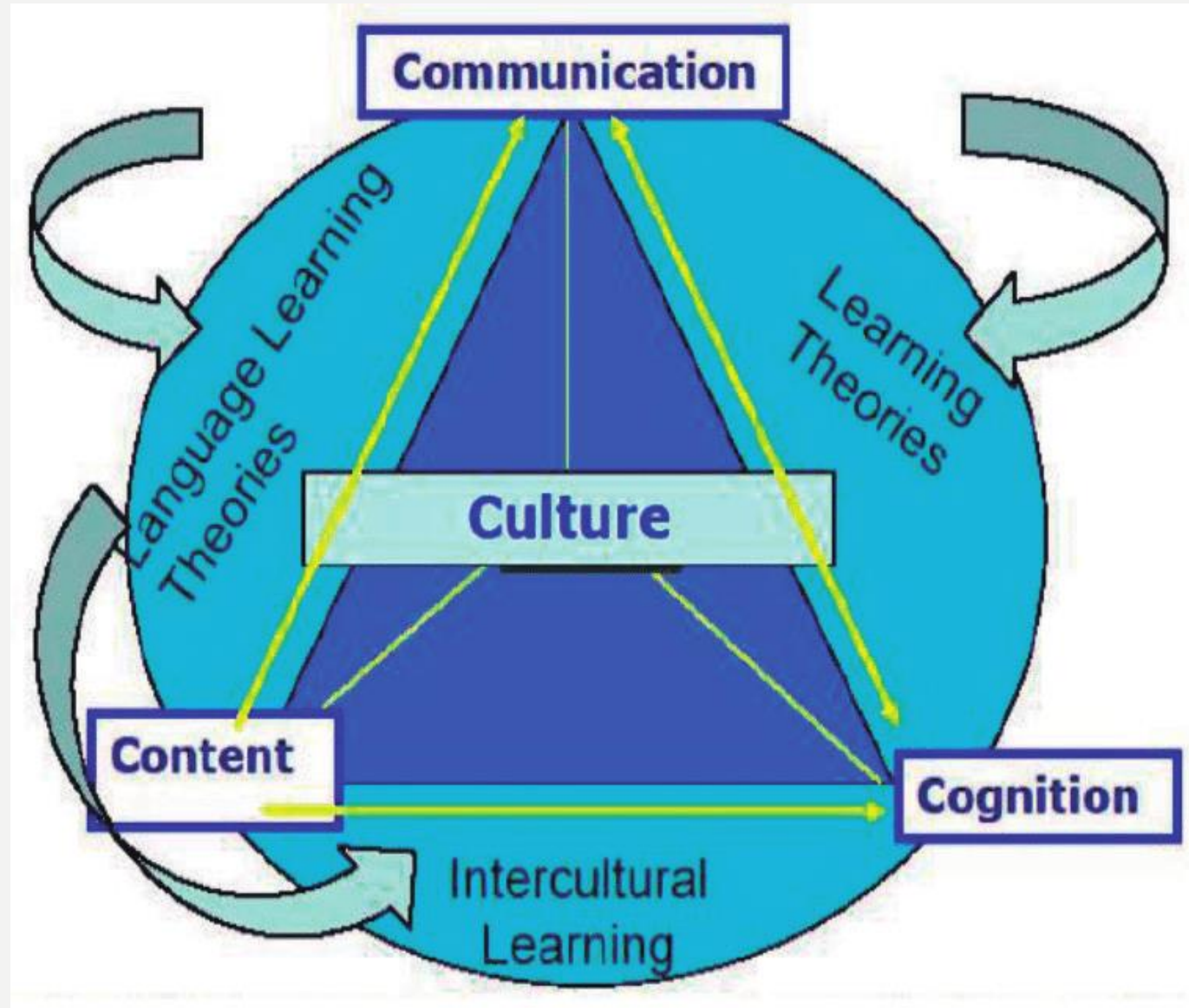
CULTURAL AWARENESS & EXPRESSION COMPETENCE

- Competence in cultural awareness and expression involves understanding, and having respect for, how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms.
- It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.

WHY DO YOU WANT TO USE CLIL?

- Allows learners to increase their contact with the target language in countries where it's limited
- Increases learners' motivation and self-confidence in both languages
- Fosters a multidisciplinary approach: an integrated learning of languages while curricular contents are worked.
- Strengthens the use of ICT and digital media for learning and teaching
- Students become an active part in the learning process
- Builds intercultural knowledge and develops multilingual interests and attitudes
- Does not require extra teaching hours nor an excessive share of the timetable

THE FOUR CS



CONTENT

The curricular subjects taught in CLIL include art, citizenship, classics, design and technology (DT), economics, environmental studies, geography, history, information and communication technology (ICT), literacy, mathematics, music, physical education (PE), philosophy, politics, religious studies (RE), science, social science and technology.

COMMUNICATION

Learners need to develop communication skills for expressing ideas about subject content and to help learners work well together. They need to express and interpret functions (facts, data, thoughts, and feelings), both in writing as well as orally. Communication skills are important. Therefore, CLIL is aimed at STT (student talking time) and reduce TTT (teacher talking time).

COMMUNICATION STRATEGIES

- brainstorming to start or finish a topic of study
- open questions
- discussions
- peer feedback
- group feedback
- share ideas with a partner before writing and after writing
- report back on research found on the Internet
- prepare poster or PowerPoint presentations
- role play or debates

COGNITION

CLIL promotes cognitive or thinking skills such as reasoning, abstract thinking, hypothesising, creative thinking synthesis, evaluating and so on.

COGNITIVE ACTIVITIES

- Solve
- Label
- Tell
- List
- Locate
- Match
- Name
- Give an opinion

- Order
- Put
- Define
- Devide
- Create (build)
- Imagine
- Choose
- Plan

CULTURE

‘Culture is at the core of CLIL’ (Coyle, 2007) CLIL gives us opportunities to introduce a wide range of cultural contexts to help students develop positive attitudes and become aware of the responsibilities of global as well as local citizenship.



BENEFITS OF TEACHING CULTURE

Content Integration

Using examples and content from a variety of cultures in education programs.

Playing ethnic music during a program could be one way to include contributions from different cultural groups during CLIL lesson.

Knowledge Construction

Helping students understand, investigate and determine how the implicit cultural assumptions, frames of reference, perspectives and biases within a discipline influence the ways in which knowledge is constructed within it.

For example, during the lesson, youth could examine the media to determine its impact on gender stereotypes.

Prejudice Reduction

Program curriculum develops positive attitudes toward different racial, ethnic, and cultural groups. Educational programs involve youth and adults from diverse backgrounds and provide opportunities to build relationships between one another.

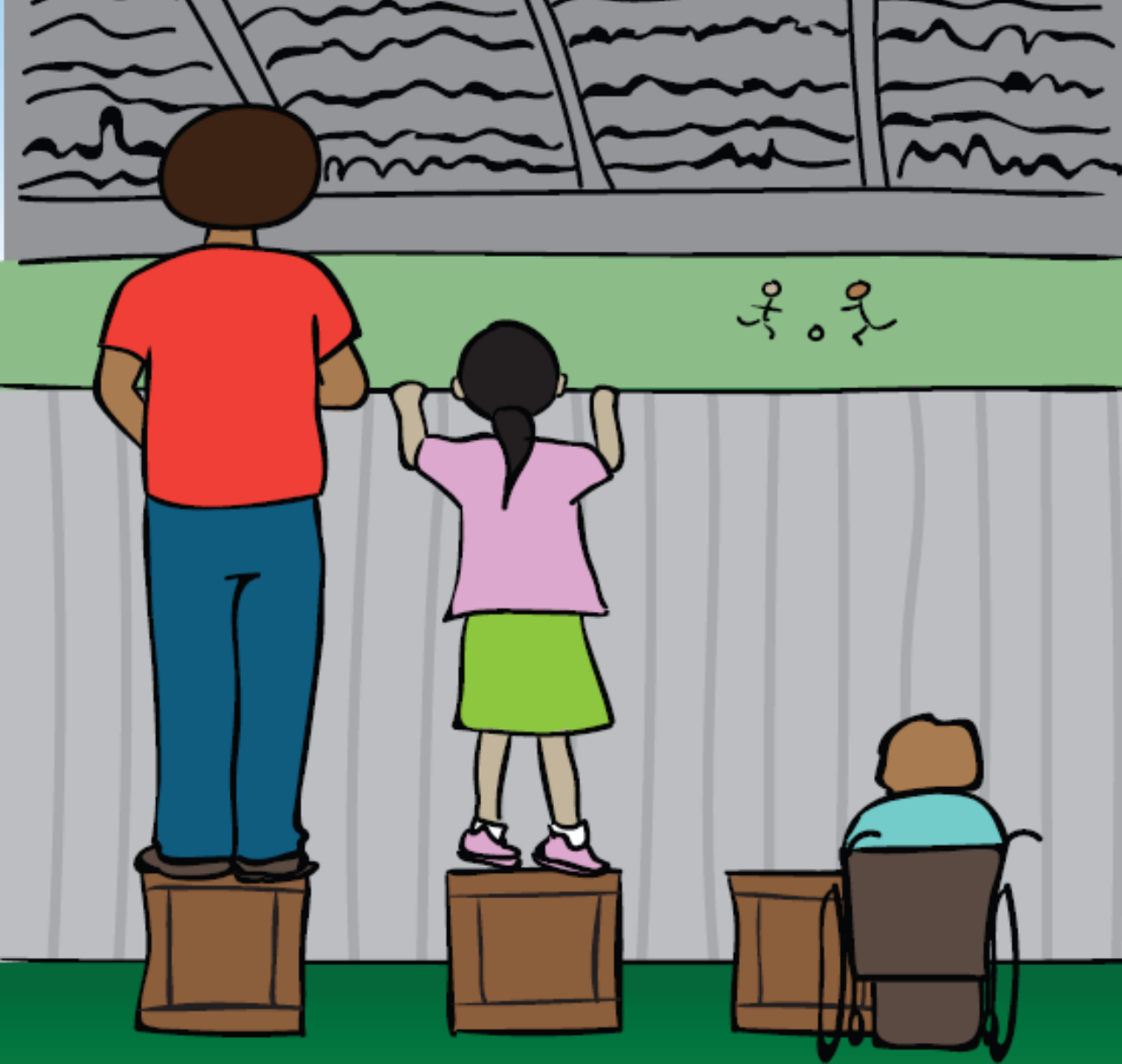
Even activities which allow participants to explore their biases can lead to prejudice reduction through awareness.

Empowering Organizational Culture

Reduces barriers of program participation for youth and adults from diverse racial, ethnic and gender groups. An educator can conduct a program at a location such as a housing complex or community center, to avoid excluding students who may not have another area of their community.

Equity Pedagogy

Speaks to program delivery that reflects multicultural issues and concerns, which in turn facilitates the achievement and development of students from diverse racial, gender, social class and other cultural groups. For example, youth from families of a lower socioeconomic class often do not have the same opportunities to develop interviewing or resume writing skills as youth whose parents have white-collar jobs.



EQUALITY



EQUITY

Equality means giving each student the same resource.

Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, despite race, gender, ethnicity, language, family income, family background, or disability.

SOFT & HARD CLIL

The table below shows examples of three possible CLIL models: **language-led**, **subject-led** and **partial immersion**.

Soft CLIL ↑ ↓ Hard CLIL	Type of CLIL	Time	Context
	Language-led	45 minutes once a week	Some curricular topics are taught during a language course.
	Subject-led (modular)	15 hours during one term	Schools or teachers choose parts of the subject syllabus which they teach in the target language.
	Subject-led (partial immersion)	about 50% of the curriculum	About half of the curriculum is taught in the target language. The content can reflect what is taught in the L1 curriculum or can be new content.

THE GOALS OF A GREAT CLIL LESSON

- What do you want students to know?
- What do you want them to be able to do at the end of the lesson?

While you may need to spend some time using lower-order thinking skills like identifying and recalling, always try to use those higher-order skills: problem solving, critical reasoning, evaluation and creation.

It may take some time to get there, but involving these skills should always be your goal.

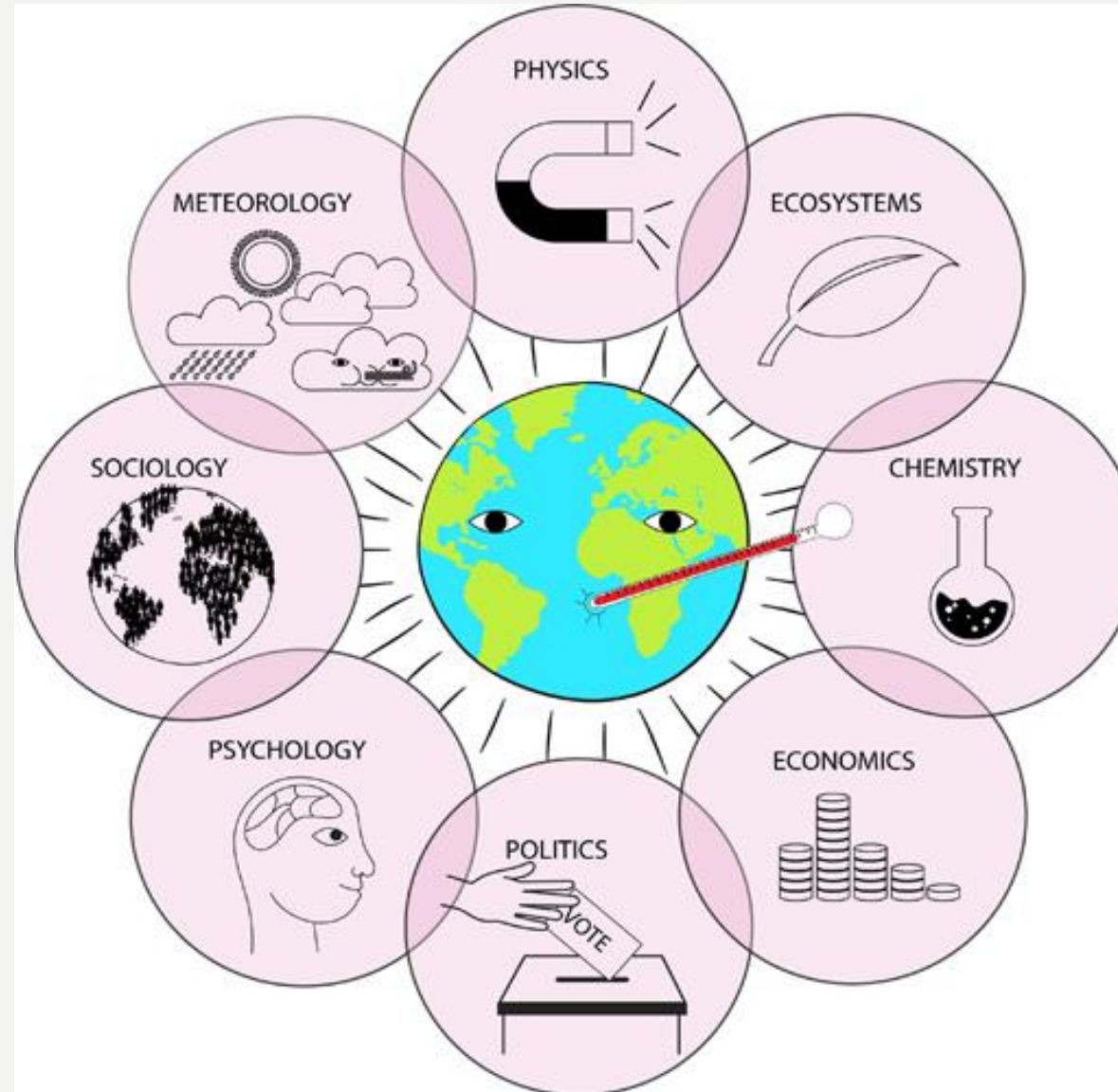
A COMBINATION OF ALL FOUR LANGUAGE SKILLS

- A great CLIL lesson engages students in listening, speaking, writing and reading.
- You can combine many of these skills by using authentic examples of the language. For example, you may choose a video with built-in interactive subtitles to combine reading and listening.

AN ENVIRONMENT THAT IS IMMERSIVE AND COMMUNICATIVE

- <https://www.youtube.com/watch?app=desktop&v=kGNvzteVZgU>
- Surround students with the target language.
- Do all you can to make sure they use the target language as much as possible.
- Encourage natural speech as an alternative to grammar drills whenever you can.

MULTIPLE SUBJECTS & DISCIPLINES



HOW TO COME UP WITH IDEAS?

- Observe classes in your school. Find out what students are learning and observe your colleagues' teaching styles across a variety of disciplines. You may find that a certain topic, style or activity appeals to you.
- Find some connections that would work well for a CLIL lesson.
- Look at curriculum documents from other teachers. Does their curriculum line up with yours in any way? Do you do any similar activities or assessments?
- Search through your learning objectives and theirs to find some common ground.
- Look at social media platforms and blogs. Teachers love posting their ideas on social media, and you can find some wonderful resources posted on Pinterest.

4Cs



**Fundusze
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Wiedza Edukacja Rozwój

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Europejski Fundusz Społeczny



A CLIL lesson is therefore not a language lesson neither is it a subject lesson transmitted in a foreign language. According to the 4Cs curriculum (Coyle 1999), a successful CLIL lesson should combine elements of the following:

Content - Progression in knowledge, skills and understanding related to specific elements of a defined curriculum

Communication - Using language to learn whilst learning to use language

Cognition - Developing thinking skills which link concept formation (abstract and concrete), understanding and language

Culture - Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

A GREAT CLIL LESSON

=

**DIFFERENT WAYS OF PRESENTING
MATERIAL**

+

DIFFERENT WAYS OF MAKING NOTES

EVERYTHING CAN BE SKETCHNOTED

Sketchnoting, also commonly referred to as **visual notetaking**, is the creative and graphic process through which an individual can record their thoughts with the use of illustrations, symbols, structures, and texts.

By combining graphics with the traditional method of using text, the result is information that is captured and communicated visually and artistically

WHAT ?

1 USE **SIMPLE SHAPES**



2 USE **CONTAINERS**



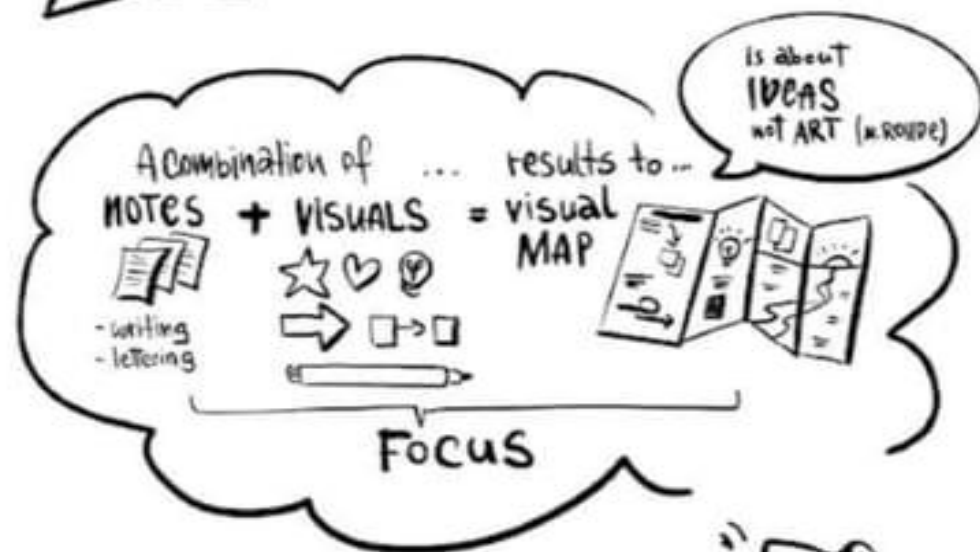
3 USE **ARROWS**



4 USE **STICK FIGURES**



SKETCHNOTES



WHY ?

critical thinking
collaboration
learning

communication
teaching
creativity

HOW ?

START with a **TITLE**

LISTEN carefully

Focus on essentials

First **WRITE**
Then **DRAW**

Build a **VISUAL HIRARCHY**

Add **COLOUR**
when you have
enough **TIME** or
Simply at the **end**



The Art of Sketchnoting

sketchnotes
by Margaret

What? handwritten notes + sketches

✓ big picture ✗ details

Why?

productivity ↑

creativity ↑

fun!



≈ 1000 words

easier: understand → remember → share

- papers
- talks
- books
- classes
- trips
- ideas
- ...

• Shapes



• Dividers



• Containers



• Icons



Do I need to
be an artist?

No!

How?



paper



pen



pencil



COPIC
copic marker

Digital tools



- ← Apple pencil
- ← App for sketchnoting
- ← Ipad Pro (or any tablet)

Topics

- How I got started
- Sketchnoting basics
- Digital tools
- Improve handwriting

CLIL





All the materials used in this presentation come from
different online pages (www).