



INTEGRATE TO MAXIMISE

**WITH CONTENT AND LANGUAGE
INTEGRATED LEARNING**

Name: _____



LANGUAGES
ROADSHOW

COURSE CONTENTS

MODULE 1: INTRODUCTION

Unit 1a Welcome

Unit 1b Course logistics

Unit 1c A Roadmap for Languages Education in Australia

MODULE 2: CLIL FRAMEWORKS

Unit 2a What CLIL looks like, sounds like, feels like

Unit 2b The role of English in the CLIL classroom

Unit 2c The 4Cs Framework

MODULE 3: PRACTICAL IMPLEMENTATIONS OF CLIL

Unit 3a CLIL overseas and in Australia

Unit 3b CLIL models for the Australian context

Unit 3c Addressing concerns of school leadership

MODULE 4 - PLANNING A LESSON

Unit 4a Conceptualising your first CLIL lesson

Unit 4b CLIL strategies

MODULE 5 - PLANNING A UNIT

Unit 5a Initial planning

Unit 5b Specific tasks and learning experiences

Unit 5c Assessment and CLIL

Unit 5d Next steps



HELLO!

Welcome to Languages Roadshow's signature online course, Integrate to Maximise. This workbook is a companion to the online content and is a space for you to make your own notes and complete practical tasks and reflections. You can work at your own pace and revisit the online course as many times as you wish. My aim is for you to have delivered your first CLIL lesson and be well on your way with planning your first CLIL unit by the time you reach the end of this workbook. I can't wait to hear how your lessons and units go!

A key feature of this course is that you will be supported throughout the process by me and will have access to a fantastic group of like-minded teachers through the Facebook group, so don't be a stranger. Post in the group and feel free to email me anytime kelly@languagesroadshow.com.au

Let's get started!



MODULE 1

UNIT 1A - WELCOME



COURSE NOTES

- “CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language.”
(David Marsh, 1994)
- Australian born David Marsh coined the term ‘CLIL’ through his work with the European Commission in the nineties.

Key features of CLIL:

- Students ‘use’ the language rather than just ‘learn’ the language
- Greater authenticity and immediacy of purpose than ‘traditional’ language instruction
- Students cover the same curriculum content as those in corresponding monolingual programs
- Very flexible pedagogy - there is a way of making CLIL work for any school context

Key benefits of CLIL:

- CLIL students are more engaged and develop greater proficiency than students in regular languages programs
(Coyle, Hood & Marsh, 2010; Mehisto, Marsh and Frigols, 2008; Wesche, 2002)
- Students in CLIL and similar bilingual programs typically do as well, if not better, on tests in their first language than students in monolingual programs (Alberta Ministry of Education, 2010; Baker, 2006)
- CLIL allows for a greater depth of understanding in both the content area and the language



KEY TAKEAWAYS

- CLIL is a cross-curricular approach in which language is taught through content and content is taught through language.
- CLIL is a highly flexible pedagogy and you can get started with a single lesson
- There is a difference between running a CLIL program and implementing CLIL pedagogy
 - CLIL can work with your existing curriculum



TASK #1 - Your Goals

Take some time to consider what you hope to get out of this course. Why are you interested in CLIL? What benefits do you hope it could have for your students, your school and yourself? What do you hope to achieve by the end of this course and in the longer term with CLIL?

CHANGING THE COURSE OF LANGUAGES AUSTRALIA

a roadmap

Teachers as drivers of
change, not passengers
of circumstance

Languages teachers
implementing
'bottom up'
changes rather
than waiting
for 'top down'
direction

Onto better ways!

What's there to lose?

A NEW WAY

Languages teachers moving from a state of
defensiveness to exploring new ways that
Languages can be delivered to maximise
impact in our schools

"Don't tell me the moon
is shining, show me the
glint of light on broken glass."
-Anton Chekhov

Let's raise the bar!

SHOW,
DON'T TELL

Creating opportunities for students
to USE the language, not just learn it,
will bring about that 'glint.'

Integrate
to Maximise

Students and schools
need to experience the
value of Languages,
rather than be told.

Content and Language Integrated Learning
(CLIL) is a way forward for Languages
education in Australia.

Implementing CLIL pedagogy can lead to higher levels
of student engagement and proficiency and also has
the potential to be a solution to the problem of our
overcrowded curriculum.



MODULE 2

UNIT 2B - THE ROLE OF ENGLISH IN THE CLIL CLASSROOM



KEY TAKEAWAYS

- English is not banned in the CLIL classroom. However, I found it useful to set the bar high in terms of the amount of target language (TL) used.
- There are a variety of models for teacher language use in the CLIL classroom, ranging from using the target language (TL) exclusively, through to integrating basic vocab and phrases where possible.
- Expectations around student language use are flexible and likely to change and evolve.
- You do not need to have native-speaker-level proficiency to be an effective CLIL teacher.
- It is possible to run a CLIL program with a Languages teacher and a non-Languages teacher working together.
- CLIL is more about careful planning to allow students opportunities to USE the language.
- Raise the bar in terms of your expectations of your students' abilities and they will meet you there.



TASK #5 - Opportunities for more target language use

CLIL pedagogy can be employed within your existing Languages program without having to work directly with other subject areas. Think about the cultural topics you cover with your students. Do you tend to cover that information in English? These topics are great opportunities to experiment with using more TL in the classroom and to teach content without needing to bring in other learning areas. Make a list of cultural topics you cover that could be converted in CLIL lessons or units.



MODULE 4

UNIT 4A - CONCEPTUALISING YOUR FIRST CLIL LESSON

PLANNING PRINCIPLES

Students articulate their learning in the TL	Planning centred around student output
Practical tasks are a great starting point	Articulate learning intentions

POSSIBLE TOPICS:



CELEBRATE A TL FESTIVAL OR CULTURAL EVENT



CRAFT ACTIVITIES
(great for teaching instructional language, colours, stationery items)



TASTE-TESTING INGREDIENTS FROM THE TL CUISINE



COMPARING TL SCHOOL LIFE WITH AUSTRALIAN SCHOOL LIFE



TACKLE ONE OF THOSE 'EXTRA THINGS' THAT GET PILED ON SCHOOLS AND TEACHERS.
For example, road safety, healthy eating, friendship, time management with study.



SIMPLE SCIENCE EXPERIMENT



COMPLETE AN EXERCISE CLASS IN THE TL
(see Languages Roadshow website for free Japanese yoga resources)



FOR NEW STUDENTS, TAKE A TOUR OF THE SCHOOL
(see Languages Roadshow website for free school tour lesson plan)



TEACH A SINGLE CONCEPT FROM ANOTHER SUBJECT
(eg. Maths)



COOKING
(if you are feeling energetic)

MODULE 4

UNIT 4A - CONT.



TASK #10 - Jot down your top three ideas for your first lesson



TASK #11 - Choose one idea and map out according to the 4Cs

Content	Communication
Cognition	Culture



TASK #12 - Share your lesson idea with the Facebook group!



DOWNLOAD

Download the 'Cherry Blossom Collage' lesson plans to see Kelly's first attempt at CLIL.