

How to prepare your CLIL lesson in 15 minutes

CLIL Voc 2020 Workshop



CLIL MEDIA

Practical tips & tricks for every CLIL teacher

What to expect

- A **short** recap on “What is CLIL?”
- A “template” of sorts for your CLIL lesson
- A variety of activities to implement CLIL to your lesson
- My step-by-step procedure to prepare my CLIL lessons in 15 minutes
- Inspiration and ideas to use in your CLIL lesson, tomorrow

Who am I?

- CLIL student
- CLIL Maths teacher
- CLIL Coach
- Chief editor CLIL Magazine
- CLIL teacher trainer



Ready?



Activity: The most in...

I am going to show you a topic on the next slide.

You have to write down as many different things you can think of related to this topic in 30 seconds.

Afterwards I will ask various attendees for their answers.

Ready?

Activity: The most in...

CLIL



30

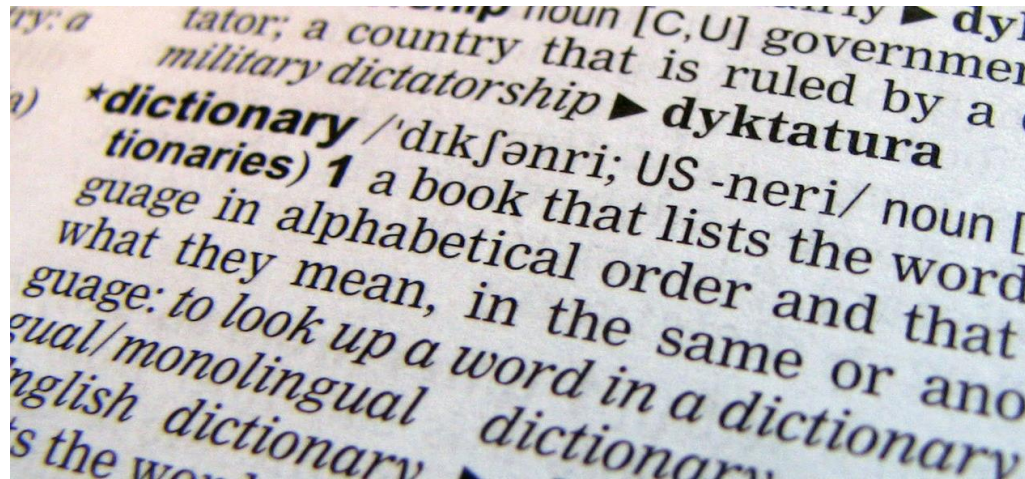
Activity: The most in...

Who wrote down more than..



My definition of CLIL

1. Language is involved (preferably output)
2. Students are engaged



How can this be used in your lesson?

For example:

- Introduce new words: see what students already know
- Recap known words: see what links they can make with other topics
- Get students 'energized' => activate prior knowledge

Activity: Answer the questions

Copy these questions and answer them while you listen to my 'instruction'

1. What are the four lesson stages we will discuss?
2. Why did I change the name of the second one recently?
3. What makes CLIL different from regular teaching?



Four lesson stages



1) Opening

2) Informing



3) Applying



4) Reflecting



Activity: Answer the questions - recap

What do you think were the answers?

1. What are the four lesson stages we will discuss?
2. Why did I change the name of the second one recently?
3. What makes CLIL different from regular teaching?

What made this a CLIL activity?



Opening

Three elements of an opening:

| Opening |
|------------|
| Informing |
| Applying |
| Reflecting |

1. Goal of the lesson

2. Lesson planning

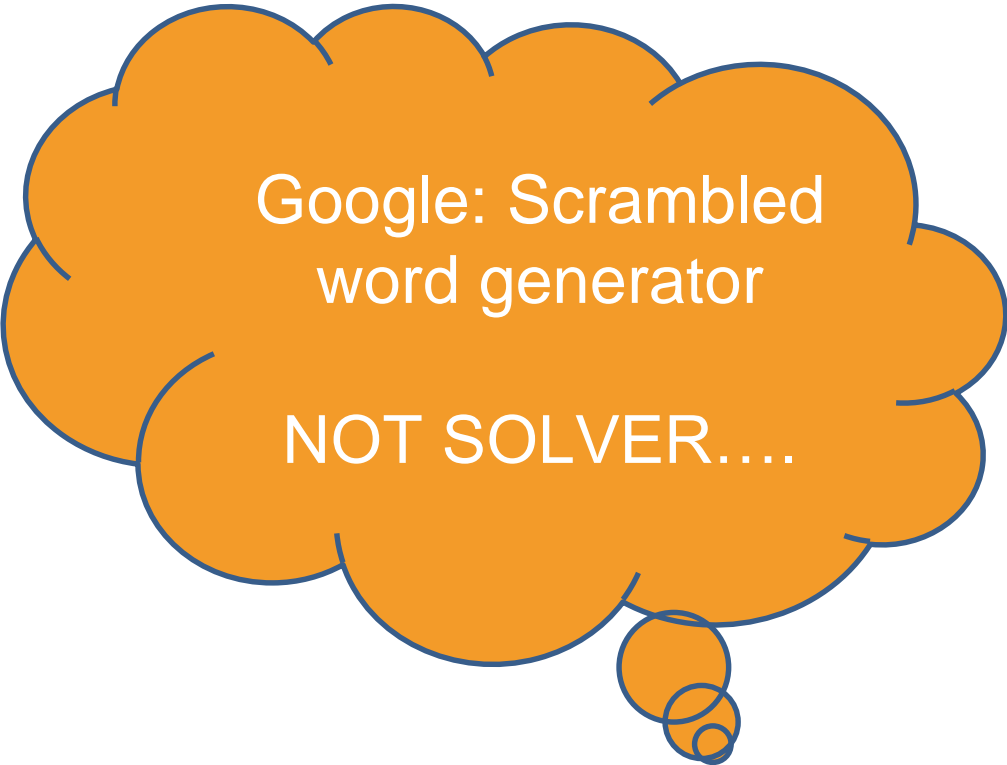
3. Activate prior knowledge

Activity: Scrambled word

1. dunoteaic
2. ntcotne
3. euaanglg
4. ettireadng
5. fetrlnceio
6. giialnbul

Activity: Scrambled word answers

1. education
2. content
3. language
4. integrated
5. reflection
6. bilingual



Google: Scrambled
word generator

NOT SOLVER....

What made this a CLIL activity?



Informing

| |
|------------|
| Opening |
| Informing |
| Applying |
| Reflecting |

Challenging stage to keep students engaged

“Answer these questions” is one way to this

“Listening dictation” is another....

...allow me to show you how it works

Activity: Listening dictation



1. Students take notes of what I am reading.
2. Afterwards, they compare there notes with partners to come up with a complete text.

Listening dictation text

Informing students is often **teacher-centered**, especially when **plenary instructions** are applied.

Often teachers want students to **take notes** during this lesson stage.

This is the perfect opportunity to create engagement.

But at the same time, this particular skill of note-taking is **never taught**.

We just assume students have this skill already.

Using **scaffolding**, students can learn this skill.

Start by asking them to copy only the colored part of the instruction, or provide a gapped text to fill out.

Listening dictation - recap

- What made this activity CLIL?
- Rewarding points for key words
- Just choose a (short) text from your text book!

Applying

| |
|------------|
| Opening |
| Informing |
| Applying |
| Reflecting |

The lesson stage students have to apply what they learned.

What could possibly go wrong..?

Activity: What do I want to say?

Individual learning

Use of language

Engagement

60

Activity: What do I want to say?

Individual learning

Use of language

Engagement



Activity: What do I want to say?

Individual learning

Active learning also happens when students work alone

Use of language

Motivate language output, f.e. secret student or rewarding points

Engagement

Students accountable for their own work

Everyone needs to participate



Secret Student

Choose one student you will pay attention to during this lesson

Let your students know you will provide one student with feedback at the end of the lesson (but don't say who)

Provide the student with feedback at the end, be sure to include positive feedback as well!

Motivating student output

Other ideas for motivating students to speak English?



Reflecting

| |
|------------|
| Opening |
| Informing |
| Applying |
| Reflecting |

The most forgotten stage

Takes only a couple of minutes, but gives a lot of information

On a scale of 1 – 10...

So far, rate your own level of understanding of CLIL

POLL

In class: Raise your hand if it is a six or higher

Think about this:

What information does this provide me?

Or provide you at the end of your own lesson?

How to do this in 15 minutes..



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Step by step procedure

1. Determine lesson goals (3 min.)
2. Determine student work (3 min.)
3. Determine lesson stages (2 min.)
4. Determine CLIL activities needed (5 min.)
5. Check to see if I did not miss anything (2 min.)

Example lesson

3.3ABC Negative fractions

dinsdag 29 oktober 2019 10:21

V1T Mathematics N... > Chapter 2 Numbers and arithmetics

Previous homework

18,20,23,26,27

New Homework

Tuesday 5th November 4th lesson:

page 105: 34,39,41,44,48,49

Friday 8th November 4th lesson: : **Test ch**

Lesson goals:

You know how to multiply negative fractions

You know the steps to divide fractions

You know what 'reciprocal' means

You can calculate $-\frac{1}{4} \cdot \frac{2}{3}$

You can calculate $-\frac{1}{4} \div \frac{2}{3}$

You can calculate $-1\frac{1}{4} \div \frac{2}{3}$

This lesson:

- Opening
- Problem of the day
- Fill in the gaps: Fractions
- Work on homework/Homework discussion
- Test discussion
- Lesson recap

3. Determine lesson stages

Boring?



4. Determine CLIL activities

One for each stage

This lesson:

- Opening
- Problem of the day
- Fill in the gaps: Fractions
- Work on homework Homework discussion
- Test discussion
- Lesson recap

Fill in the gaps

1. The most common mistake when multiplying fractions is
2. The method to divide fractions is called ...
3. If you flip a fraction, it is called a

Lesson recap

Lesson goals:

You know how to multiply negative fractions

You know the steps to divide fractions

You know what 'reciprocal' means

You can calculate $-\frac{1}{4} \cdot \frac{2}{3}$

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List of activities we discussed

1. Most in ...
2. Answer the questions
3. Scrambled Word
4. Listening dictation
5. What do I want to say?
6. Secret student
7. On a scale of ..
8. Fill in the gaps
9. Lesson recap

1. Choose 1 activity you think is most useful to you and think of an application of it for your lesson.
2. Please share in the chat which one you want to use



Expectations

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Q & A

