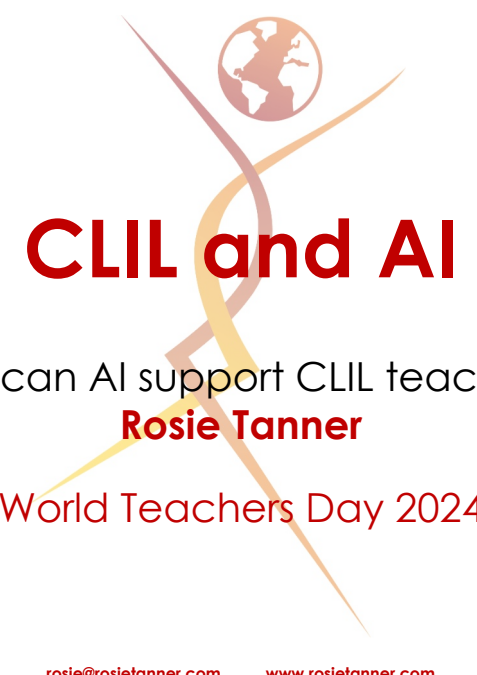


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CLIL and AI

How can AI support CLIL teachers?

Rosie Tanner

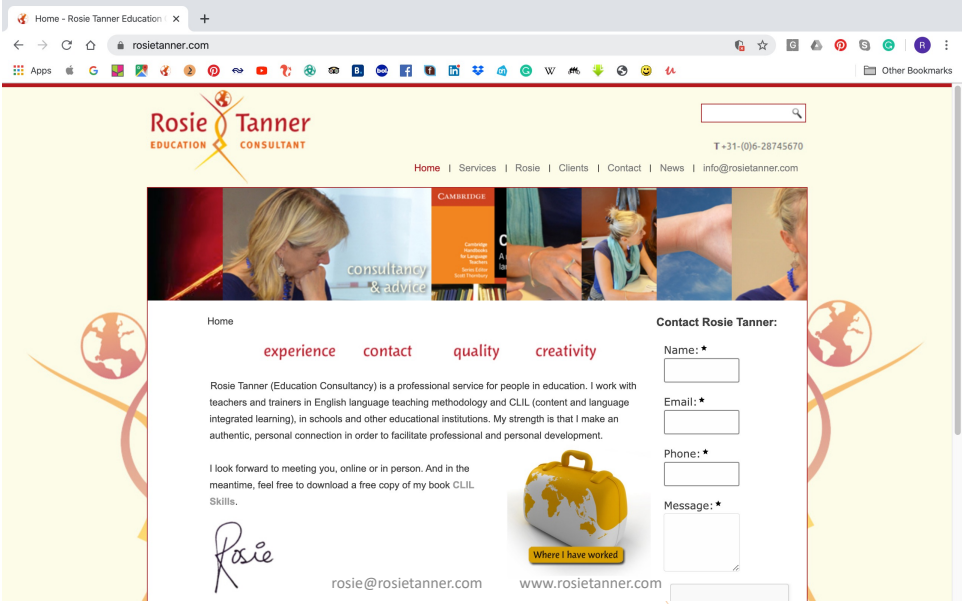
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Home

experience contact quality creativity

Rosie Tanner (Education Consultancy) is a professional service for people in education. I work with teachers and trainers in English language teaching methodology and CLIL (content and language integrated learning), in schools and other educational institutions. My strength is that I make an authentic, personal connection in order to facilitate professional and personal development.

I look forward to meeting you, online or in person. And in the meantime, feel free to download a free copy of my book CLIL Skills.

Rosie

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Where I have worked

Contact Rosie Tanner:

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Email: *

Phone: *

Message: *

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Who is Rosie? www.rosietanner.com

CLIL training (live & online)

Classroom observations

Personal coaching of teachers on lesson planning

Individual (online) training of trainers

CLIL coach & trainer training

Advice to schools, new coordinators starting TTO or "stuck" schools

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Overview of workshop

- Your ideas
- Seven applications of Chat GPT for CLIL

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(CLIL) workshop aims

By the end of the workshop, you will be able to...

Content Aims:

- understand some practical applications of AI for CLIL in various subjects.
- identify some ideas from the workshop to enhance your CLIL teaching.
- work collaboratively to discuss AI ideas.
- start developing effective CLIL ideas incorporating AI elements.

Language Aims:

- expand subject-specific vocabulary and terminology.
- enhance language skills through collaborative discussions and presentations.
- engage in reflective sharing of ideas in English.

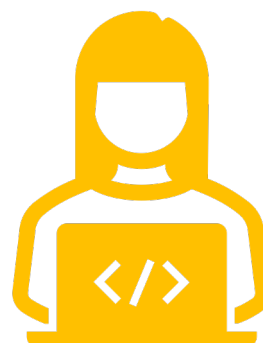
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ChatGPT: the CLIL angle – 7 ideas

ChatGPT can generate:

1. Lesson plans and ideas
2. Texts (e.g. including functions)
3. Content and language aims
4. Tasks including answer keys (true/false, multiple-choice questions, open questions)
5. Differentiate texts and tasks
6. Authentic writing tasks
7. Rubrics for CLIL



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1. Lesson plans and ideas (CLIL - biology)

Prompt:

Could you give me a list of 10 ideas for teachers who teach biology in English?



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1. Lesson plans and ideas (CLIL - biology)

Multilingual Glossaries:
Create bilingual or multilingual glossaries ...

Interactive Diagrams: Use interactive apps to explore biology concepts [...]

Bilingual Science Journals:
Encourage students to maintain bilingual science journals to record their observations, experiments, and research findings in English[...]

Scientific Debates: Organize debates or discussions in English on controversial biology topics...

English Science Podcasts:
biology podcasts or YouTube channels that explain complex topics in an engaging manner.

Etc.

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1. Lesson plans and ideas

Generating ideas (measuring a skyscraper – maths)

Work in groups (5 minutes).

Brainstorm as many ways as possible you can think of to measure the height of a skyscraper.

You may use tools or instruments.
Think out of the box!



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ChatGPT suggestions (measuring a skyscraper – maths)



1. Measuring with a **tape measure or ruler**: ...physically measuring the height of the building using a tape measure or ruler. ...only feasible for smaller buildings.
2. Using a **surveyor's level**: measuring the angle of elevation from the base of the building to the top....only feasible for smaller buildings.
3. Using a **laser rangefinder**: ...a device that uses a laser beam to determine the distance to a target. By measuring the distance from the base of the building to the top, the height of the building can be calculated.
4. Using **satellite imagery**: This can be done by comparing the building's shadow to its known dimensions, or by using stereo imagery to create a 3D model of the building and measuring its height from there.

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ChatGPT suggestions (measuring a skyscraper – maths)



5. Using **triangulation**: a method that uses trigonometry to determine the height of a building by measuring the angles of elevation from two or more different points. This method requires a clear line of sight.
6. Using **a barometer**: By measuring the pressure at the base and the top of the building, the height of the building can be calculated.
7. Using **a drone**: A drone equipped with GPS and a camera can be flown to the top of a building to measure its height...requires clear weather conditions, and the drone must be flown to the very top of the skyscraper.
8. Using **an altimeter**: a device that measures the altitude of an object above a fixed level. It can also be used to measure the height of a skyscraper by measuring the height above sea level.

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2. Texts for CLIL (physics – light)

Prompt:

Write a text about light for a physics teacher. Use these words: *light, electromagnetic radiation, reflect, refract, spectrum, visible light, incident ray, strike, refraction, mirror, angle of incidence, ray of light, bend, angle of refraction*. Maximum of 300 words.



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2. Texts for CLIL (physics – light)

Let's talk about light – that amazing thing that brightens up our world! Light is a kind of electromagnetic radiation, which means it's a super cool form of energy that travels in waves. Imagine it as a superhero that zips through space, bringing brightness to everything it touches.

Now, when light meets something, like a mirror or water, it can do some pretty cool tricks. First off, it can bounce off a surface – we call this "reflection." Picture yourself standing in front of a mirror. When light from you (we call this the "incident ray") hits the mirror, it reflects back at you, and you see your reflection. It's like a little dance between you and the light!

But that's not all – light can also bend, or "refract," when it moves through different materials. Imagine a straw in a glass of water – it looks like it's bending, right? Well, that's refraction in action! The angle at which the light hits a surface (we call it the "angle of incidence") affects how it bends or refracts. Cool, huh?

Now, let's get to the nitty-gritty – the "spectrum" of light. Visible light, the rainbow of colors we can see, is just a small part of this spectrum. When light passes through a prism, it splits into all these beautiful colours. So, next time you see a rainbow, remember it's just light showing off its true colours!



2. Texts for CLIL (physics – light)

Prompt:

Make a list of vocabulary and easy definitions from the text.

light - The form of energy that enables us to see things.

electromagnetic radiation - Energy that travels in waves and includes light, radio waves, and X-rays.

reflect - When light hits a surface and bounces back.

refract - When light bends or changes direction as it passes through a different substance.

spectrum - The range of colours that light can be split into, like a rainbow.

Etc.



2. Texts for CLIL (physics – light)

Work with your neighbour. Match the definitions with the correct terms (2 minutes)

Definitions	Possible Answers
1. The form of energy that enables us to see things.	(a) electromagnetic radiation
2. Energy that travels in waves and includes light, radio waves, and X-rays.	(b) reflect
3. When light hits a surface and bounces back.	(c) refract
4. When light bends or changes direction as it passes through a different substance.	(d) spectrum
5. The range of colours that light can be split into, like a rainbow.	(e) light

KEY
1e, 2a, 3b, 4c, 5d

2. Texts for CLIL
(the CEFR – Common European Framework of Reference)

Prompt:
Write a worksheet for teachers including examples of 6 different texts at 6 different levels on the CEFR. Include a key. Each text maximum 150 words.

- Text 1: Industrial Revolution
- Text 2: Pablo Picasso's Guernica
- Text 3: states of matter
- Text 4: hunters and gatherers
- Text 5: the digestive system
- Text 6: volleyball.



2. Texts for CLIL: different levels.

Work in groups (5 minutes).

Read the six texts. Each text is written (by ChatGPT) at a different level, ranging from beginner to advanced (A1 to C2). Which is which?



2. Texts for CLIL: different levels (key).

Text 1 (Guernica):	Advanced (C1)
Text 2 (Hunters and gatherers):	Beginner (A1)
Text 3 (The digestive system):	Proficient (C2)
Text 4 (The industrial revolution):	Intermediate (B1)
Text 5 (Volleyball):	Upper-Intermediate (B2)
Text 6 (States of matter):	Elementary (A2)



3. Content and language aims

Most subject teachers find formulating language aims quite a challenge.

Chat GPT is pretty good at this!



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3. Content and language aims

Prompt:

Formulate content and language aims for this activity (*a heart-rate experiment*) in terms of what the students are able to do or understand at the end of the lesson.



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3. Content aims (biology - heart-rate experiment)

Content Aims:

1. Students will be able to explain the vital functions of the heart and its significance in maintaining overall health.
2. Students will be able to demonstrate an understanding of how physical activity impacts heart rate.
3. Students will be able to analyze collected data to draw conclusions regarding heart rate variations during different activities.

Etc.



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3. Language aims (biology - heart-rate experiment)

Language Aims:

1. Students will be able to utilize subject-specific vocabulary related to the heart and physical activity, such as "heartbeat," "pulse," "exercise," "rest," "heart rate," "activity," "baseline," "data," "conclusion," and "health."
2. Students will be able to engage in peer interactions and discussions to convey their findings and interpretations effectively.
3. Students will be able to employ descriptive language when comparing and contrasting heart rates during various activities.
4. Students will be able to incorporate scientific inquiry language, including terms like "hypothesis," "experiment," "observation," and "conclusion," in their discussions.

Etc.



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4. Tasks for CLIL

True/false questions (with key): (biology - the heart)

Work with your neighbour: true or false?



1. True or False: The heartbeat is a consistent rhythm that never changes.
- False. The heartbeat can vary in speed depending on factors like excitement or rest.
2. True or False: Your heart primarily contracts when pumping blood.
- True. The heart contracts to push blood through your body.
3. True or False: Regular exercise can help improve your heart's efficiency.
- True. Exercise is like a workout routine for your heart, making it stronger and more efficient.
4. True or False: Stress always causes your heart to beat slower.
- False. Stress can make your heart beat faster, like a drummer in an intense solo.

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4. Tasks for CLIL

Create questions with key: (physics - light)

Prompt: Make a list of challenging questions and answers about the text you made earlier.

Challenging Questions	Answers
1. How does a glass prism separate light into different colours?	A glass prism separates light by bending each colour of light at different angles, causing them to spread out and form a spectrum.
2. What happens when light strikes a mirror?	When light strikes a mirror, it reflects off the surface following the law of reflection, where the angle of incidence equals the angle of reflection.
3. What causes light to bend or change direction when it passes from one medium to another?	Light bends or changes direction when it passes from one medium to another due to a change in its speed. This phenomenon is called refraction.

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4. Tasks for CLIL

Create questions with key: (physics - light)

Prompt: Make the questions and answers easier.

Question	Answer
1. How does a glass prism separate light into different colours?	A glass prism separates light into different colours by making the light bend as it passes through, creating a beautiful rainbow-like spectrum.
2. What happens when light strikes a mirror?	When light strikes a mirror, it bounces back or reflects off the mirror's surface.
3. What causes light to bend or change direction when it passes from one medium to another?	Light bends or changes direction when it passes from one medium to another because the speed of light is different in each medium, and this change in speed causes the bending effect called refraction.

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4. Tasks for CLIL

Find someone who... (geography – hunters and gatherers)

Find someone who...	Answer and name of classmate who knows!
1. Can name a hunting tool used by hunters.	
2. Can name a gathering tool used by gatherers.	
3. Can describe one technique used by hunters to catch animals.	
4. Can explain the importance of cooperation between hunters and gatherers.	
Etc.	

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4. Tasks for CLIL
Gapped text (geography – hunters and gatherers)

A Day in the Life of Hunters and Gatherers

Work in groups. Fill in as many blanks as you can in 3 minutes.

In the ancient days of human history, when people lived as hunters and gatherers, every day was an adventure. In a (1) _____ wilderness, filled with diverse (2) _____ and abundant (3) _____, there lived a group of brave (4) _____. They were known as the fearless hunters, and their equally skilled companions, the mighty gatherers.

At the crack of dawn, the hunters would sharpen their (5) _____ and set out into the wild, searching for (6) _____ to bring back to their (7) _____. Meanwhile, the gatherers would venture into the (8) _____ meadows, plucking (9) _____ and (10) _____ with utmost care.

WORDS

- 1. animals
- 2. berries
- 3. forests
- 4. wildlife
- 5. spears
- 6. lush
- 7. individuals
- 8. village
- 9. serene
- 10. mushrooms

4. Tasks for CLIL
Gapped text (geography – hunters and gatherers): KEY

A Day in the Life of Hunters and Gatherers

In the ancient days of human history, when people lived as hunters and gatherers, every day was an adventure. In a (1) **lush** wilderness, filled with diverse (2) **forests** and abundant (3) **wildlife**, there lived a group of brave (4) **individuals**. They were known as the fearless hunters, and their equally skilled companions, the mighty gatherers.

At the crack of dawn, the hunters would sharpen their (5) **spears** and set out into the wild, searching for (6) **animals** to bring back to their (7) **village**. Meanwhile, the gatherers would venture into the (8) **serene** meadows, plucking (9) **berries** and (10) **mushrooms** with utmost care.

KEY

- 1. lush
- 2. forests
- 3. wildlife
- 4. individuals
- 5. spears
- 6. animals
- 7. village
- 8. serene
- 9. berries
- 10. mushrooms

4. Tasks for CLIL: some other ideas



Make 10 ...

- multiple-choice questions on the text.
- questions for group discussion.
- why questions.
- sentences with incorrect facts about X text.

Shuffle the paragraphs in a logical text; number each paragraph.

Make a matching exercise.

Design a vocabulary quiz.

Create a worksheet for practising (topic).

Design a game to practise (topic).

Generate conflicting opinions about (topic).

Write X role cards for (topic).

Write a classroom activity for students to understand (topic).

Generate arguments for and against (topic).

Write two different texts at different levels about (topic).

... and so much more!

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5. Differentiate tasks and texts Create different levels of text (economics – inflation)

Prompt

Can you write 3 x 6 sentences on [the **causes** of inflation]; 6 should be easy in terms of language, 6 intermediate level, and 6 more academic.

Do the same for the **effects** of the industrial revolution.

Use the **words for causes and effects** that you just generated.



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5. Differentiate tasks and texts

Create different levels of text (economics – inflation)



Causes of Inflation:

Easy Level:

1. Because of too much money, prices go up.
2. People spend a lot, so prices rise. Etc.

Causes of Inflation:

Intermediate Level:

1. Inflation happens because of an excessive supply of money circulating in the economy.
2. As a result of increased consumer spending, prices tend to rise. Etc.

Academic Level:

1. Inflation is initiated due to the expansion of the money supply, consequentially leading to a general rise in price levels.
 2. As a result of heightened consumer expenditures, prices exhibit an upward trajectory.
- Etc.

5. Differentiate tasks and texts

Create different levels of text (economics – inflation)



Effects of Inflation:

Easy Level:

1. Inflation makes things more expensive; hence, your money doesn't buy as much.
2. As a result, it's harder to save money when prices keep going up. Etc

Effects of Inflation:

Intermediate Level:

1. The effects of inflation include the erosion of your money's purchasing power, making goods and services costlier and thus impacting your ability to buy.
2. As a result, accumulating savings becomes more challenging when prices continuously increase. Etc.

Academic Level:

1. Inflation's effects encompass a multitude of dimensions, including the erosion of the real value of money, culminating in increased costs for goods and services and a commensurate impact on consumers' purchasing abilities.
2. As a result, individuals find it increasingly challenging to accumulate savings, as the persistent rise in prices erodes the value of their money. Etc.

6. Authentic writing tasks
(biology – disease prevention)

Work in a group (5 minutes).

Discuss a motivating authentic writing task that a biology teacher might create. Their students' topic is disease prevention.



6. Authentic writing tasks
(biology – infographic disease prevention)



8 STEPS TO PREVENT
HEART DISEASE AND STROKE

These key factors can help you live a longer, healthier life and reduce your risk of heart disease and stroke. They're part of an overall healthy lifestyle and prevention approach you can build with your health care team (doctors, nurses, pharmacists and other professionals).

- 1. Know your risk** heart.org/ccc/calculator

 - If you're 40-75 years old and have never had a heart attack or stroke, use our Check, Change, Control, Calculator™ to estimate your risk of a cardiovascular event in the next 10 years.
 - Certain factors can increase your risk, such as smoking, kidney disease or family history. Many risk factors can be improved with lifestyle changes.
- 2. Eat a healthy diet** heart.org/eatsmart

 - Center your eating plan around vegetables, fruits, whole grains, legumes, nuts, plant-based proteins, lean animal proteins and fish.
 - Limit sweetened drinks, refined carbohydrates, added sugars, processed meats, sodium and saturated fats. Avoid trans fat.
- 3. Be physically active** heart.org/movemore

 - Adults should aim for at least 150 minutes of moderate-intensity aerobic activity or 75 minutes of vigorous activity each week.
 - If you're already active, increase your intensity for more benefits.
 - If you're not active now, get started by sitting less and moving more.
- 4. Watch your weight** heart.org/weight

 - If you're overweight, lose weight by eating fewer calories and moving more.
 - Check your body mass index (BMI) online or talk to your team about a healthy weight for you.
- 5. Live tobacco-free** heart.org/tobacco

 - Don't smoke, vape or use tobacco products.
 - If you don't think you can quit for good on your own, ask for help.
 - Avoid secondhand smoke, too.
- 6. Manage conditions** heart.org/conditions

 - Work closely with your health care team if you have high blood pressure (hypertension), high cholesterol, diabetes or other conditions that put you at greater risk.
 - Many conditions can be prevented or managed by eating better, getting active.

6. Authentic writing tasks. (biology – infographic disease prevention)

Prompt:



Please provide me with eight different authentic writing prompts for 16-year-olds at C1 level on the CEFR. Students will create an infographic: 8 steps to preventing a disease. Each writing prompt should include a different audience for the infographic and a different disease, as follows: COVID-19, foodborne illnesses, cardiovascular disease, diabetes, the Zika virus, acne, sexually-transmitted diseases, and lung cancer.



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6. Authentic writing tasks. (biology – infographic disease prevention)





- 1. Audience: General Public Disease: COVID-19** "Design an infographic targeting the general public, outlining 8 essential steps to prevent the spread of COVID-19. Create visually engaging content that educates people on effective preventive measures such as vaccination, mask-wearing, and social distancing."
- 2. Audience: Food Handlers and Restaurant Workers Disease: Foodborne Illnesses** "Create an infographic for food handlers and restaurant workers, detailing 8 crucial steps to prevent foodborne illnesses. Focus on proper food handling, storage, and hygiene practices to ensure safe meals for consumers. Use visuals to highlight key points."
- 3. Audience: Adults Disease: Cardiovascular Disease** "Develop an infographic tailored for adults, highlighting 8 lifestyle changes and preventive measures to reduce the risk of cardiovascular diseases. Include information on a balanced diet, regular exercise, and stress management techniques. Use compelling graphics to convey the importance of heart health."
- 4. Audience: Teenagers Disease: Diabetes** "Design an infographic specifically for teenagers, explaining 8 steps to prevent diabetes. Focus on healthy eating habits, physical activity, and the importance of regular check-ups. Use vibrant visuals and relatable language to engage teenage readers."



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6. Authentic writing tasks. (biology – infographic disease prevention)



5. **Audience: Travelers to Affected Regions Disease: Zika Virus** "Create an infographic for travellers visiting regions affected by the Zika virus. Outline 8 essential precautions to prevent Zika transmission, including mosquito bite prevention and safe sexual practices. Use clear visuals and concise language to convey the message to travellers."

6. **Audience: Adolescents Disease: Acne** "Develop an infographic targeted at adolescents, offering 8 practical tips to prevent acne and maintain healthy skin. Include information on proper skincare routines, diet, and stress management. Use relatable imagery and straightforward language to resonate with young readers."

7. **Audience: Young Adults Disease: Sexually-Transmitted Diseases** "Design an infographic for young adults, detailing 8 important steps to prevent sexually-transmitted diseases (STDs). Include information on safe sex practices, regular testing, and open communication with partners. Use inclusive visuals and non-judgmental language to promote awareness."

8. **Audience: Smokers and Second-hand Smokers Disease: Lung Cancer** "Create an infographic targeting smokers and second-hand smokers, outlining 8 reasons to quit smoking and prevent lung cancer. Include information on smoking cessation programs, the benefits of quitting, and the dangers of second-hand smoke. Use impactful visuals and compelling facts to motivate readers to quit smoking."

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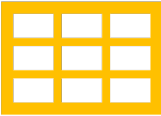
7. CLIL rubrics (biology – infographic disease prevention)


My prompt

Create a rubric in the form of a table to assess an infographic: 8 steps to prevent heart disease and stroke.

Discuss in your group (3minutes)


What would your assessment criteria be?





8 STEPS TO PREVENT HEART DISEASE AND STROKE


These key factors can help you live a longer, healthier life and reduce your risk of heart disease and stroke. They're part of an overall healthy lifestyle and prevention approach you can build with your health care team (doctors, nurses, pharmacists and other professionals).



1. Know your risk

heart.org/ccc/calculator


- If you're 40-75 years old and have never had a heart attack or stroke, use our Check, Change, Control. Calculator™ to estimate your risk of a cardiovascular event in the next 10 years.
- Certain factors can increase your risk, such as smoking, kidney disease or family history. Many risk factors can be improved with lifestyle changes.



2. Eat a healthy diet

heart.org/eatsmart


- Center your eating plan around vegetables, fruits, whole grains, legumes, nuts, plant-based proteins, lean animal proteins and fish.
- Limit sweetened drinks, refined carbohydrates, added sugars, processed meats, sodium and saturated fats. Avoid trans fat.



3. Be physically active

heart.org/movemore


- Adults should aim for at least 150 minutes of moderate-intensity aerobic activity or 75 minutes of vigorous activity each week.
- If you're already active, increase your intensity for more benefits.
- If you're not active now, get started by sitting less and moving more.



4. Watch your weight

heart.org/weight

- If you're overweight, lose weight by eating fewer calories and moving more.
- Check your body mass index (BMI) online or talk to your team about a healthy weight for you.



5. Live tobacco-free

heart.org/tobacco

- Don't smoke, vape or use tobacco products.
- If you don't think you can quit for good on your own, ask for help.
- Avoid secondhand smoke, too.

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7. CLIL rubrics
(biology – infographic disease prevention)



My prompt

Create a rubric in the form of a table to assess an infographic: 8 steps to prevent heart disease and stroke. What would your assessment criteria be?

My criteria are **content clarity, accuracy, layout (infographic), use of icons, and language use**. In the language use I would like to see references to the correct use of imperatives and the language of advice.

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8 STEPS TO PREVENT
HEART DISEASE AND STROKE

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- Don't smoke, vape or use tobacco products.
- If you don't think you can quit for good on your own, ask for help.
- Avoid secondhand smoke, too.

Chat GPT suggested:

Criteria	Beginner	Developing	Capable	Expert
Content Clarity	The information is confusing and disorganized.	Information is somewhat clear but lacks a logical flow.	Well-organized with a logical flow.	Exceptionally clear and logically presented.
Accuracy	Contains significant inaccuracies.	Some inaccuracies or ambiguities present.	Information is accurate and reliable.	Meticulously researched and accurate.
Layout (Infographic)	Cluttered layout with poor use of space.	Somewhat organized but could be improved.	Visually appealing with a clear hierarchy.	Exceptionally well-organized and engaging.
Use of Icons	Icons, if used, are irrelevant or confusing.	Icons are somewhat relevant but inconsistent.	Relevant and consistently used.	Expertly chosen, consistent, and valuable.
Language Use (Imperatives & Language of Advice)	Imperatives and language of advice are rarely or incorrectly used, hindering clarity. Frequent errors.	Imperatives and language of advice are used but with occasional errors or inconsistencies.	Correct use of imperatives and language of advice for clear, effective communication.	Expertly and effectively use imperatives and language of advice to engage and instruct the audience.

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ChatGPT GPT4 Llama 2 Human AI + Human

Paste your text here ...

0/5000 characters UPGRADE

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<https://gptzero.me/>

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Generative AI in a Nutshell - how to survive and thrive in the age of AI
(YouTube video)
Henrik Kniberg



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CLIL and AI: How can AI support CLIL teachers? Thank you!

Conclusion

AI (chatGPT) can be a very useful partner and resource for a CLIL teacher or trainer, but not a replacement.



Thanks for ideas to...

- John Hughes
- Russell Stannard
- ChatGPT

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CLIL and AI

How can AI support CLIL teachers?

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