



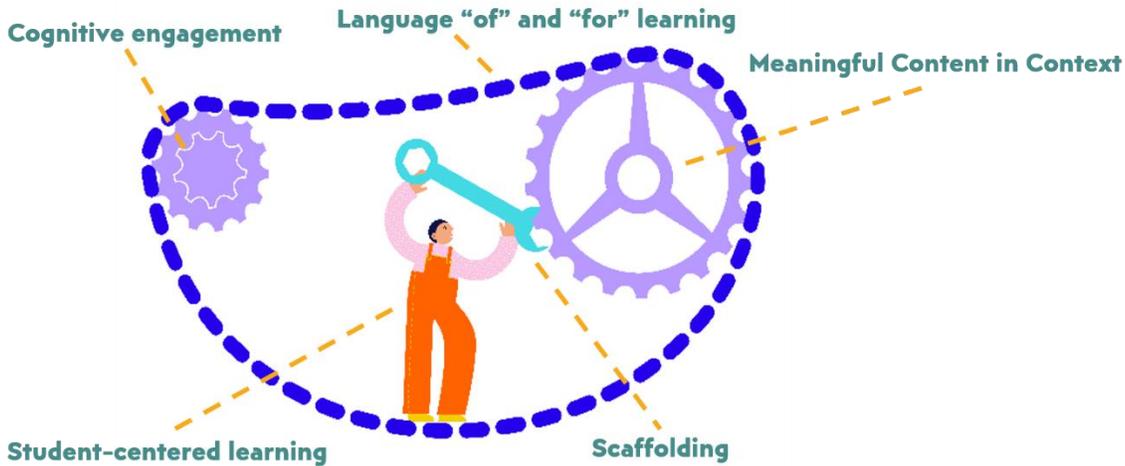
NEW TAIPEI ENGLISH CENTER

**CLIL LESSON UNIT AND LESSON
DEVELOPMENT TOOL**



CLIL Philosophy:

At the core of **CLIL** are multiple educational development philosophies that aim to facilitate learning of real-world subject content through the medium of a second language. Therefore, **CLIL** views language not as a subject but as an opportunity to advance language acquisition through authentic content, supported within a meaningful context, that motivates students to learn due to the applicableness of the content to their daily lives. All the while utilizing an implementation strategy that is more closely associated with natural L1 language acquisition principles than traditional subject English methodologies.



A CLIL classroom functions much like the sprockets and a chain on a bicycle. All of the parts function together to create an environment for learning.

One type of implementing CLIL is the teaching of a specific topic in the target language, which leads to the acquisition of knowledge on the certain topic while at the same time improving target language skills. (An Overview of Content and Language Integrated Learning (CLIL E. Agathokleous 2019)

CLIL provides a more natural way to learn a language, placing it in a thematic context and allows learners to use it extensively in that context, promoting content learning and raising students' motivation while enhancing both their linguistic as well as their academic skills (Griva & Chostelidou, 2017)

CLIL students benefit from exposure to language in various topics and acquisition of related language as well as the enhancement of their skills in using language while at the same time practicing and developing critical thinking and expanding their thought on various aspects (Griva & Kasvikis, 2014).

The core philosophy of CLIL is for students to acquire language through learning and not to acquire language to learn. Language and subject content are learned simultaneously in an integrated way and are intertwined homogeneously.

Remove subject content and students lose motivation for learning.

Focus on language, and students will not learn subject content.

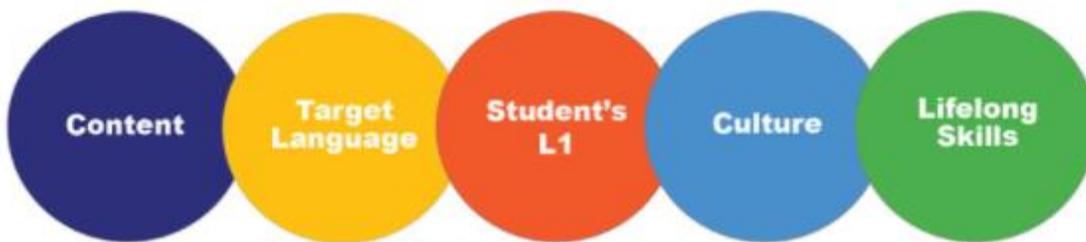
The goal of ESL is the production of language.

The goal of CLIL is to produce learners.

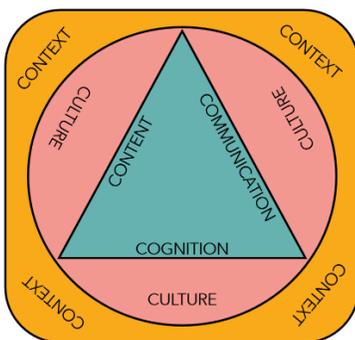


To truly embrace the methodology of CLIL, a switch in thinking must occur in our minds. And though we don't have to discard past teaching strategies, we do have to integrate them without circumventing the core values that make CLIL, CLIL.

Key Pedagogy of a CLIL Classroom:



The key strategy for implementation of CLIL lies within the **4 C's Framework**. Though it is vital to include the **5th C of context** to reinforce the strategy.



Coyle et al. (2010) refer to this framework as a basic structure formed by the four main components of CLIL.

- Content: subject matter; progression in new knowledge, skills, and understanding.
- Cognition: learning and thinking processes; engagement in higher-order thinking and understanding, problem-solving, and accepting challenges and reflecting on them.

- Culture: developing intercultural understanding and global citizenship; ‘self’ and ‘other’ awareness, identity, citizenship, and progression towards multicultural understanding.
- Communication: language learning and using; interaction, progression in language using and learning.
- Context: the circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood.

These four elements occur, as we can see, in a specific **context** which includes them all and which determines them. Mehisto et al. (2008, p.31)

The 3 Pillars of Context:

When we think about subject topic content, three elements make up the context in a CLIL classroom.

- Origin (history of/concept of).
- A purpose for being developed/created (reason).
- A system of implementation (method).

Context establishes a clear picture of the content (subject material) and communication (language) that will help to fulfill CLIL learning objectives.

Another feature of the 3 Pillars of Context is that it provides markers for creating a sequenced pathway for learning that supports the main learning objectives within the topic context. These base elements also contribute to subject-literacy acquisition.

“A recent trend in CLIL pedagogy has been to add a focus on subject-literacy to that on content and language. We contend that subject-literacies are much more than a “focus” but are fundamental to the evolution of CLIL.”
Morton (2018, p. 57)

Any didactic activity namely one that takes place for the purpose of learning never exists in isolation. There is always a “before and after.” Ball, Kelly, Clegg, (Putting CLIL into Practice) pg. 33

Art:

Topic: cubism

Origin (history of): Pablo Picasso: Biography of life, contribution to the field of art, period of influence, definition

Purpose: To challenge conventional realistic forms of art (compare/contrast art pieces during that period).

Method:

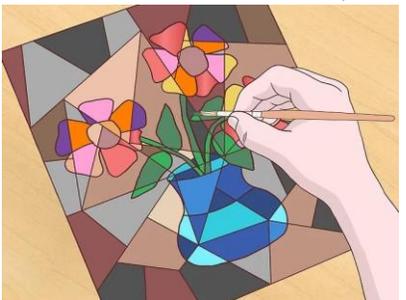
1. Discover Pablo Picasso (life, art, influence, cubism)
2. Cubism “How to”
3. Pick an object to sketch.
4. Sketch the object as it appears, but feel free to exaggerate size, shape, and form.



- 5.
6. With a ruler, draw lines horizontally, vertically, and diagonally across your sketch in any way you feel.



- 7.
8. Color in the different shapes created within your picture. Lighter colors can represent where the light is coming from, while darker colors can represent shadows or the depth of the object.



- 9.

Integrated Activities:

Topic: Career Planning

Origin (concept of): Finding and choosing the right career for yourself involves understanding all of the different parts that make you, you. It is a process that can't be answered by answering the question, "What do you want to be when you grow up?" it's like a puzzle.

Purpose: Many young people found it difficult to discover what they wanted to do with their lives by simply looking at a career list. They didn't want to do what their parents were doing or pick the wrong career that would lead to an unhappy/unfulfilled life, so a process coined "The Career Path," was created to help people discover the right career from the thousands of careers that are available to us today.

Method:

1. Discover your personality
2. Discover your interests

3. Discover your talents
4. Career Assessment
5. Job Fair

Life Curriculum:

Topic: Sharing

Origin: (concept of) Without laws, rules, and moral codes of conduct to govern our lives people will get hurt. Games wouldn't be fair. The health and well-being of an individual wouldn't be secure.

Purpose: To establish community well-being social behavior norms were established among emerging societies to strengthen social ties and ensure everyone's well-being among members of large communities.

Method: Life Skills and moral codes of conduct were taught through story books that were introduced into school curriculums.

- Anarchy (lawlessness)
- Compromise
- Fairness

Content/Context Reference Material:

Reference material for the 3 Pillars of Context is in the New Taipei City 12-Year Curriculum Guidelines for Integrated Activities, and each school will provide a curriculum map.

Xiude Elementary School 12-Year Basic Education Curriculum _ Integrative Activities_ English

主題軸	主題項目	具體內涵	學習階段	學習表現 Performance Standards	學習內容 Content
1. 自我與生涯發展	b. 自主學習與管理 Independent Learning and Self-Management	探究自我的學習方法，規劃、執行學習計畫；覺察自我需求與目標，培養自律與負責的態度，運用批判思考與系統分析，積極面對挑戰，解決問題。 Explore self-learning methods, plan and implement learning plans; aware of self-requirements and goals, foster self-discipline and responsible attitudes, use critical thinking and systematic analysis, actively face challenges and solve problems.	第二階段 Stage 2 G3 1 st semester	1b-II-1 選擇合宜的學習方法，落實學習行動。 Students choose appropriate learning methods and implement learning actions.	Ab-II-1 有效的學習方法。 Effective learning methods.
			第二階段 Stage 2 G4 1 st semester		Ab-II-2 學習行動。 Learning actions.
			第三階段 Stage 3 G5 1 st semester	1b-III-1 規劃與執行學習計畫，培養自律與負責的態度。 Students plan and implement learning plans to develop self-discipline and responsible attitudes.	Ab-III-2 自我管理策略。 Strategize self-management.
			第三階段 Stage 3 G6 1 st semester		Ab-III-1 學習計畫的規劃與執行。 Planning and execution of a study plan.

Link for reference material: <https://englishcenter.ntpc.edu.tw/nss/s/indexEnglish/Resources>

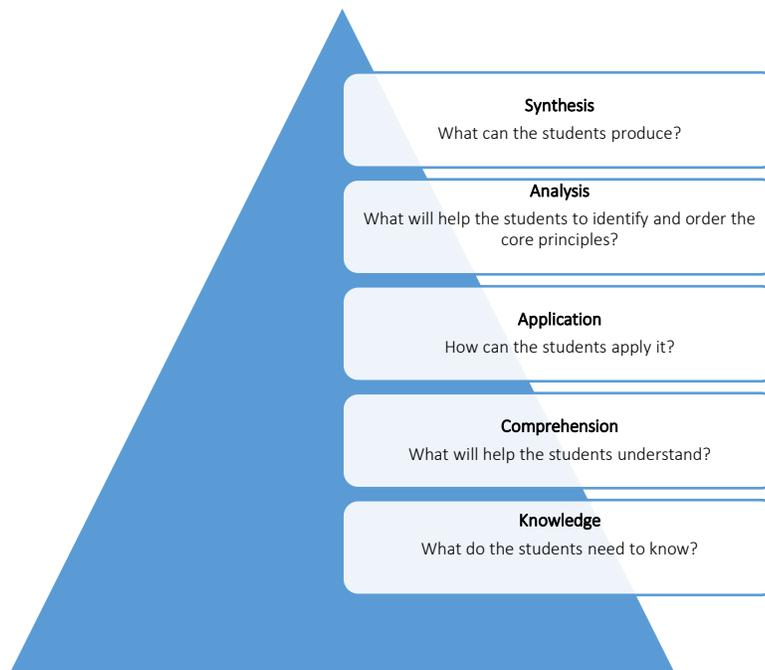
- MOE 12-Year Curriculum Map
- Elementary School English syllabus
- Commonly used vocabulary word list

Unit Sequencing:

“Language teachers working in CLIL must embrace the prospect of dealing with real content, understanding how it develops and the way in which the accompanying language supports the whole framework of learning.” Ball, Kelly, Clegg, (Putting CLIL into Practice) pg. 33

The value of lesson sequencing within the CLIL perspective is that it allows the teacher to lay out context principles in a logical way that will enable students to achieve subject literacy. Proper content sequencing will break down abstract or complex content into manageable chunks for the learner.

Lesson Sequencing Using Bloom’s Original Taxonomy as a Guide:



Art:

L1: Life of Pablo Picasso (Biography as it relates to the period of cubism)

L2: Compare/Contrast art during that period. How did his artwork challenge realistic forms of art? What made his work different? How did it challenge norms?

L3: Art Technique How to create the flat two-dimensional plane of cubism.

L4: My Picasso (putting the art technique into practice) Part 1

L5: My Picasso (putting the art technique into practice) Part 2

L6: Art Appreciation

Integrated Activities:

L1: Into: What do you want to be when you grow up? Determining a Career Choice is difficult by simply viewing a list of careers. Career Choice is like a puzzle.

- L2: Discover your personality
- L3: Discover your interests
- L4: Discover your talents
- L5: Career Assessment
- L6: Job Fair-The career that matches my Career Assessment

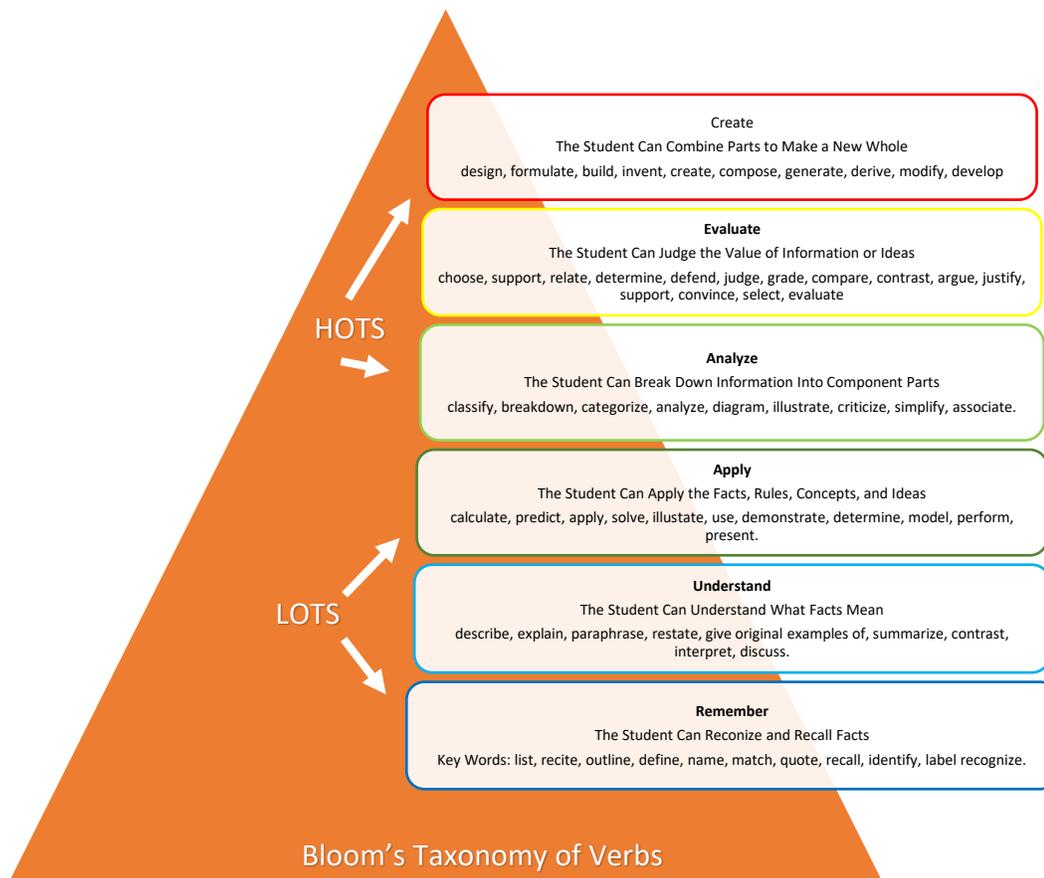
Life Curriculum:

- L1: No, rules! (activity to introduce the concept of lawlessness vs fairness)
- L2: Storybook/Video (Sharing) situational awareness
- L3: Sharing vs Selfishness compare and contrast behaviors (categorizing)
- L4: Sharing Activity: 5-minute toy exchange (language for sharing)

The proper sequencing of lessons will move the learner from the simplest content principle to the most complex content principle. Sequencing also provides access to the other fundamental CLIL lesson development tools.

Creating “Can do” Statements:

After the 3 Pillars of Context and Sequencing of Lessons. Bloom’s Taxonomy for “can do” statements are utilized in conjunction with lesson titles to create a clear learning objective for each lesson.



Framing a “Can do” learning statement for a lesson.

Example: Integrated Activities – L2 Discover your Personality

By the end of this lesson, the student will be able to **identify** and **classify** their individual positive and negative personality traits from a list of personality adjectives associated with emojis that can be **compared and contrasted** with their classmates.

“Can do” statements for learning also establish a LOTS to HOTS structure for lessons, so it’s good to think of Bloom’s Taxonomy of Verbs as two tools in one for lesson development.

Content Creation:

The Four Zones of Teaching and Learning and the Zone of Proximal Development are two theories for evaluating content materials during the next phase of the lesson creation process. Both methodologies will aid in achieving the type of learning environment the CLIL methodology desires to accomplish.

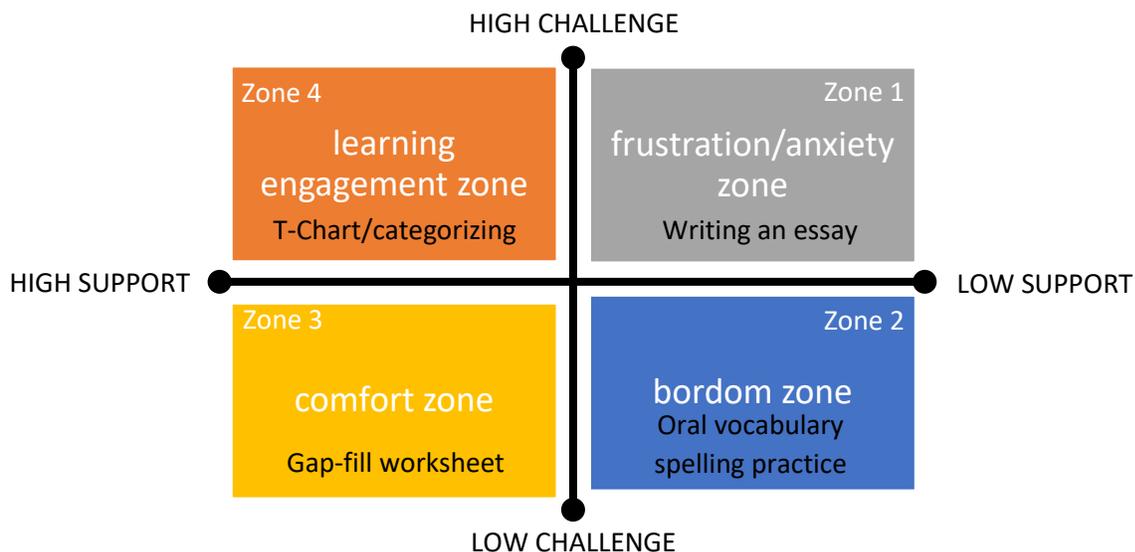
CLIL materials:

- Meaningful
- Challenging
- Authentic
- Multimodal

Four Zones of Teaching and Learning

“Considerable research over a number of years suggests that a high-challenge, high-support classroom benefits all children. Thomas and Collier’s research (1999) has shown that where the teachers’ expectations of their students were high, EL learners’ achievement was also high. Other studies have also found that in a high-challenge/high-support curriculum equity gaps diminish and all learners, regardless of background, achieve at higher levels.” (Newman and Associates 1996; Gibbons 2008; Hamond 2008; Walqui 2007)

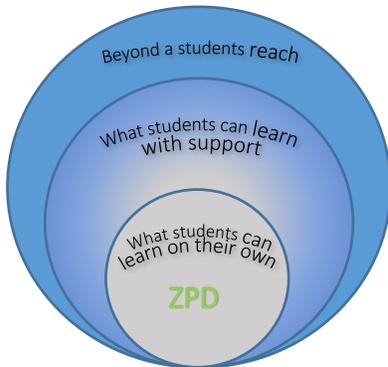
Four Zones of Teaching and Learning (adapted from Mariani 1997)



“For EL students, a high-challenge, high-support classroom suggests a very different orientation to learning tasks than has often been the case in the past. As far as possible, all learners, including EL learners, need to be engaged with authentic and cognitively challenging learning tasks.” Giggons (2015)

Zone of Proximal Development

The ZPD (Zone of Proximal Development) is the theory that works in conjunction with The Four Zones of Teaching and Learning diagram. The ZPD will also establish markers to help to identify the “what” within Zone 4 that needs to be scaffolded to create a high-support, high-challenge learning environment for students.



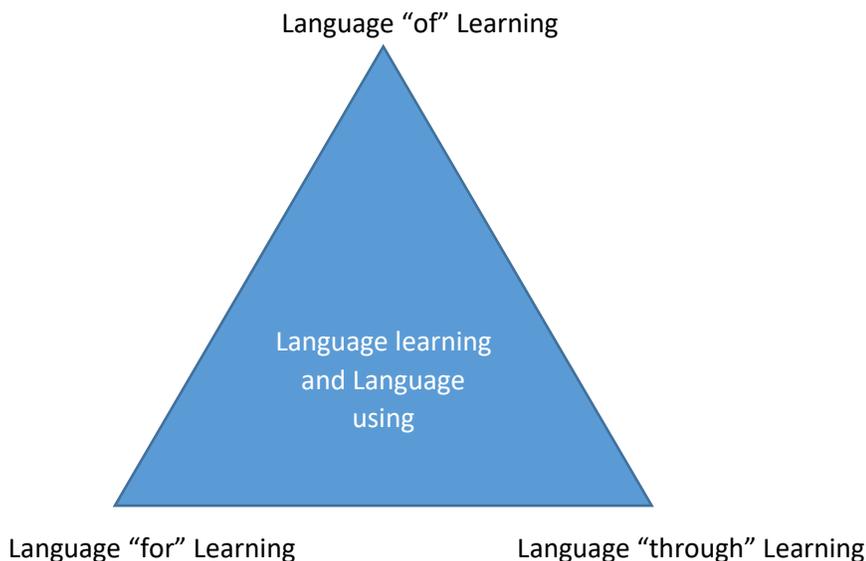
Why is the importance of the ZPD to lesson development?

The ZPD theory aids teachers in the process of evaluating the subject content a student is capable of learning if given the proper support by the teacher. Including prior knowledge learned in L1 that could be expanded on in L2.

The primary use of the ZPD is to create materials that are not below the student's L1 prior knowledge, where the materials would fall into the lower zones of the "Four Zones of Teaching and Learning," where students will not be motivated to learn or be challenged cognitively.

Language Triptych

Following the creation of content, materials are when the Language Triptych comes into play.



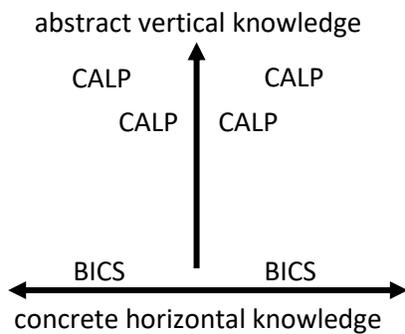
The Language Triptych helps plot out the language that the students will need to acquire to understand, participate in, and express the subject content learning objectives.

- Language “of” Learning: Is the language that learners must acquire to be able to access the new knowledge that is going to be introduced through the specific content of the subject.
 - **Language specific to the subject.**
- Language “for” Learning: Is the language that learners will need to use during the lessons so that they can do the tasks and activities efficiently. It is related to the *classroom language*.
 - **Language that enables a student to be functional in the learning environment.**
- Language “through” Learning: Is the language that emerges as part of the learning process.
 - **Language developed in the process of learning.**

BICS and CALP are other CLIL tools for evaluating the type of language used in a lesson.

BICS: (Basic Interpersonal Communicative Skills): It is related to everyday language and is not cognitively demanding. (social language)

CALP: (Cognitive Academic Language Proficiency): It takes place in an academic setting and it refers to the language as a tool for learning. (academic language)



Effective CLIL harnesses CALP makes it (prominent), then balances it through the calming influence of BICS. Ball, Kelly, Clegg, (Putting CLIL into Practice) pg. 33

One way of doing this is to view BICS as the “Prior Language Knowledge” the students already possess.

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Curriculum Guidelines

Search: Title, keyword | Publisher: All | RSS

Title	Publisher	Date
Elementary-School-Learning-Content	新北市英語教學資源中心	2019/02/01
Suggested English Picture Books	新北市英語教學資源中心	2019/02/01
Useful Teaching Resources for the Upper-Grade Level	新北市英語教學資源中心	2017/11/20
Useful Teaching Resources for the Middle-Grade Level	新北市英語教學資源中心	2017/11/20
Useful-Teaching-Resources-for-the-Lower-grade-Level	新北市英語教學資源中心	2017/11/20
New-Taipei-City-Curriculum-Guidelines	新北市英語教學資源中心	2017/11/20
Commonly-Used-2000-Vocabulary-Words	新北市英語教學資源中心	2017/11/20

The elementary school learning content attachment contains the vocabulary, grammar, and syntax the students have learned in each grade level. Integrating this “Prior Language Knowledge” into the lesson to support the academic Language “of” Learning will diminish cognitive overload and help students access CALP in the classroom.

Scaffolding:

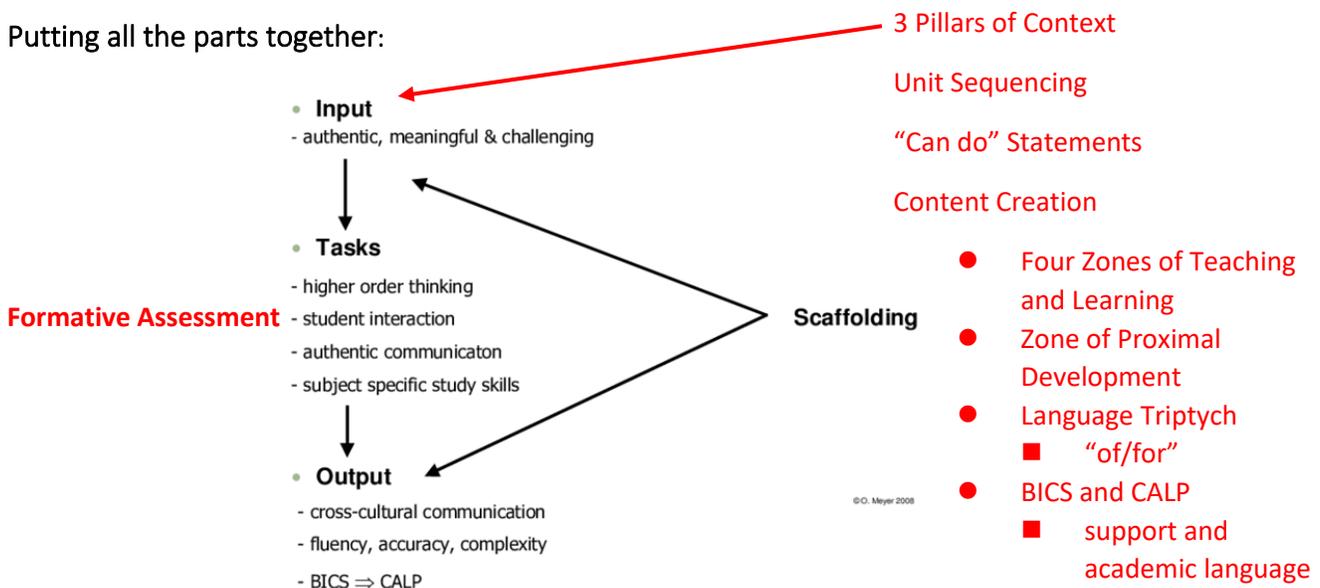
The final CLIL principle to consider in the lesson development process is scaffolding. Scaffolding makes it possible for students to engage in higher-order cognitive development principles (HOTS) with (CALP) language while participating in the high-support, high-challenge zone of proximal development tasks where higher-order learning occurs.

“Scaffolding is not simply another word for help. It is a special kind of help that assists learners in moving toward new skills, concepts, or levels of understanding. Scaffolding is thus the temporary assistance by which a teacher helps a learner know how to do something so that learner will later be able to complete a similar task alone.” Gibbons (2015)

Scaffolding tactics:

- Visuals and Realia
- Use of the first language, (translanguaging)
- Modeling and gestures
- Graphic organizers
- Activate prior knowledge
- Sentence starters
- Guided practice
- Group work in L1 with L2 production

Putting all the parts together:



Cognitive Overload The theory of cognitive overload is something to keep in the forefront of your mind throughout the lesson development process. The theory of cognitive overload is something to keep in the forefront of your mind throughout the lesson development process. The working memory portion of the brain stores and manipulates three to four new elements of information at one time.

In terms of a lesson:

- Vocabulary “of learning”
- Grammar “mixed”
- Syntax “fluency over accuracy”
- Instruction “scaffold”
- Subject content principles “sequenced”
- Application “output”

By utilizing Prior Language Knowledge room can be made in a lesson for acquiring subject literacy and new language associations can be formed from the previously learned grammar and vocabulary the students already possess in their long-term memory.

新北市三重區修德國小雙語實驗課程教學活動設計

New Taipei City Elementary School CLIL Program

實施年級(Grade Level): Grade

單元名稱(Name of the Unit) Unit 1:

設計者(Lesson Designer):

Revised by :

本單元設計理念 (Unit Overview: Rationale and Philosophy)

本單元整體目標 (Learning Objectives for This Unit)

學習重點 (Essential Learning Focuses)	學習表現 (Learning Performance): 綜合 Integrative Activities 英語 English
	學習內容 (Learning Content): 綜合 Integrative Activities 英語 English
內容目標 (Content Goals)	
語言目標 (Language Goals)	

教學活動設計：第 1 節課 (Lesson 1)

學習重點 (Essential Learning Focuses)	學習表現 (Learning Performance Indicators):		
	綜合 Integrative Activities: 英語 English:		
	學習內容 (Learning Content Indicators):		
	綜合 Integrative Activities: 英語 English:		
內容目標 (Content Goals)			
語言目標 (Language Goals)			
教學活動流程 (Teaching Procedures)			
教學流程 (Stages & Activities)	教學時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
暖身活動 (Warm up)			
全班授課 (Presentation)			
練習活動 (Practice)			
總結活動 (Wrap up)			
教學反思 (Reflection)			
附錄：學習單或參考資料 (Appendix: Worksheets or References)			

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<https://docs.google.com/document/d/1Wh81xzAMszSrJpTDzZkd5Ew4OtKZkiqd/edit?usp=sharing&ouid=100687966868716183515&rtpof=true&sd=true>