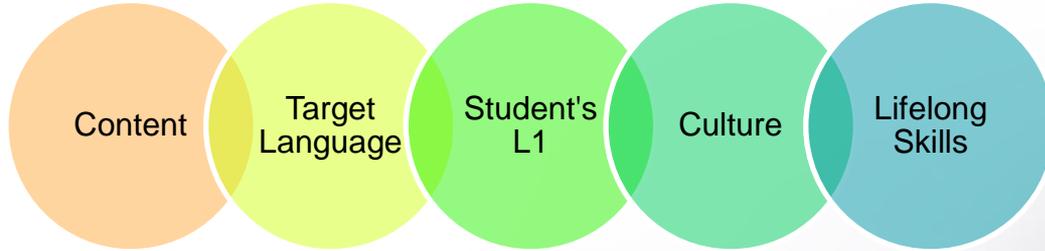


# CLIL Unit and Lesson Development

# CLIL Pedagogy



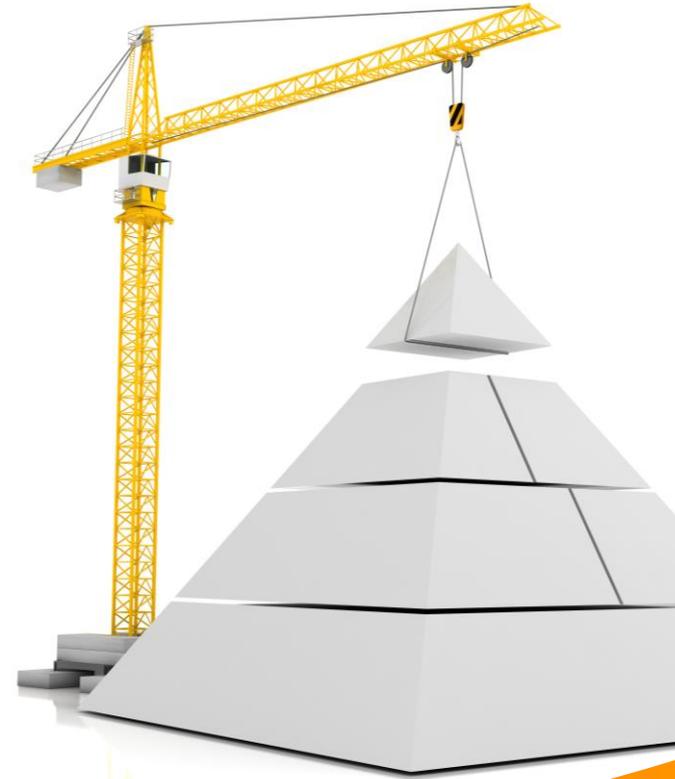
## CLIL Goals

- Authentic student-centered learning environment.
- Student engagement with higher-order thinking tasks that promote critical thought and problem-solving skills.
- Focus on the learning of daily-life skills.
- Developing inside and outside cultural awareness.



# Unit Construction

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## 3 Pillars of Context

### Origin

history of/concept of

### A Purpose for being developed/created

reason (why?/what?)

### A System of Implementation

method/application/principles

*“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

## 3 Pillars of Context - Example

### **SUBJECT**

Art

### **TOPIC**

Early 20th-century  
avant-garde art.

- Cubism

### **ORIGIN (history of)**

Pablo Picasso:  
biography, contribution  
to the field of art, and  
period of influence.

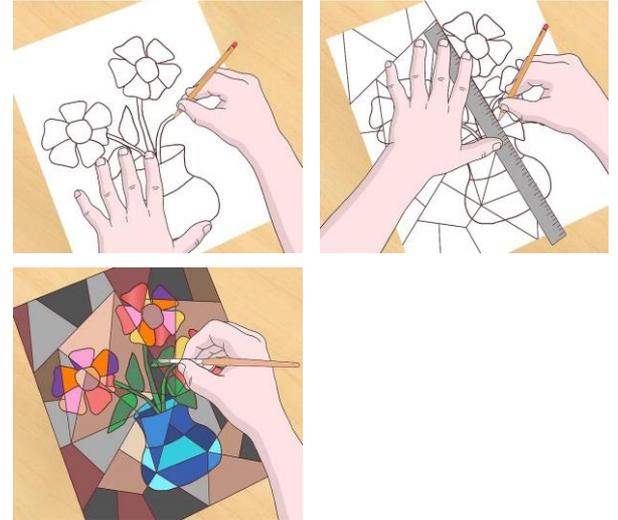
## 3 Pillars of Context - Example

### PURPOSE

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

### METHOD

Sketch an object. Use a ruler to draw lines horizontally, vertically, and diagonally across the sketch. Color in the different shapes created within the picture.



## 3 Pillars of Context - Example

### **SUBJECT**

Integrated Activities

### **TOPIC**

Career Planning

### **ORIGIN (concept of)**

Finding and choosing the right career for yourself involves understanding the different parts that make you, you. It is a process that cannot be answered with the question, “What do you want to be when you grow up?” It’s like a puzzle.

## 3 Pillars of Context - Example

### PURPOSE

Many young people find it challenging to discover what they want to do with their lives by simply looking at a list of careers. They may not want to do what their parents are doing, or pick the wrong career that could lead to an unhappy/unfulfilled life. Therefore, a process coined “The Career Path” was created to help young people discover the right career from the thousands of careers that are available today.

### METHOD

- Introduce the concept of a “Career Path.”
- Discover your personality.
- Discover your interests.
- Discover your talents.
- Career Assessment
- Job fair.

## 3 Pillars of Context - Example

### **SUBJECT**

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.

## 3 Pillars of Context - Example

### PURPOSE

To establish community well-being social behavior norms were established among emerging societies to strengthen social ties and ensure each individual'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.

- Game with no rules (lawlessness)
- Compromise
- Fairness
- Sharing activity

## 3 Pillars of Context - First Stage

### Reference Material

- Curriculum Map
- Content and Performance Indicators
- Pages 3 to 5 - CLIL Unit and Lesson Development Tool

- Subject:
- Topic:
- Origin:
- Purpose:
- Method:

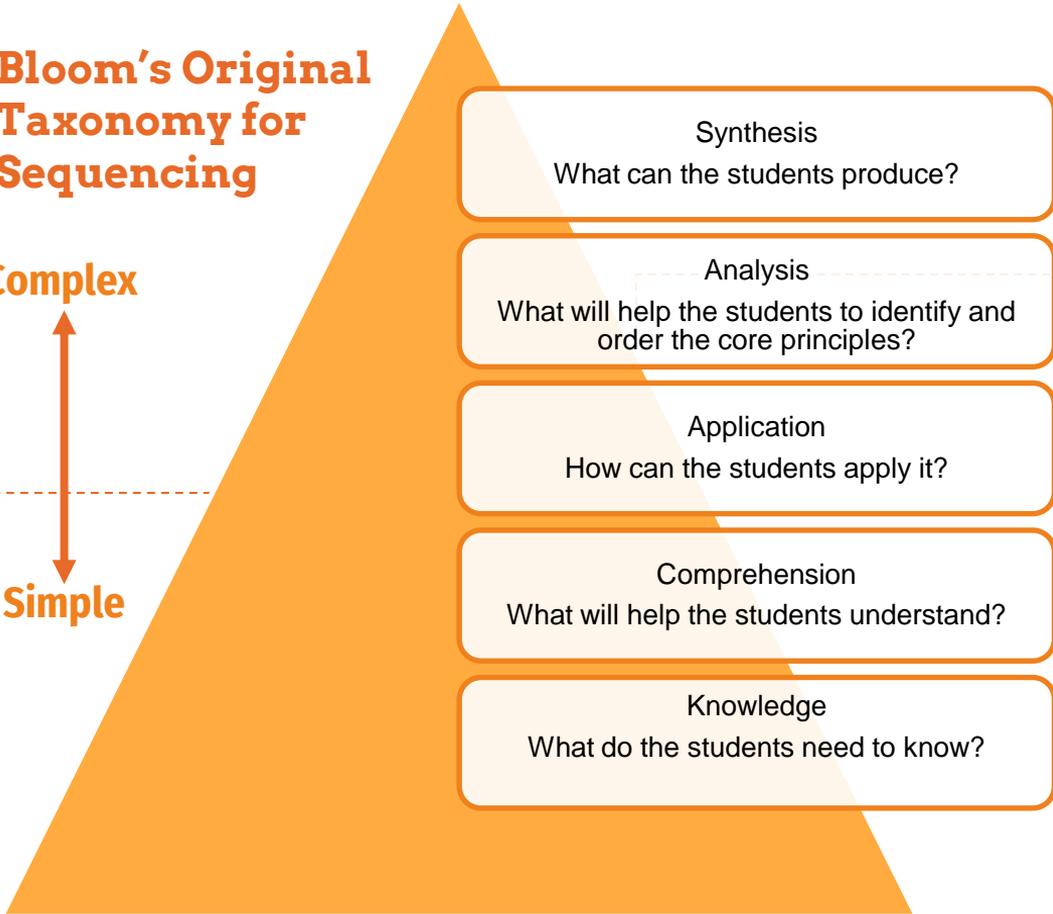
### Planning Tool

# Bloom's Original Taxonomy for Sequencing

Complex



Simple



Synthesis

What can the students produce?

Analysis

What will help the students to identify and order the core principles?

Application

How can the students apply it?

Comprehension

What will help the students understand?

Knowledge

What do the students need to know?

*“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*

## Unit Sequencing

The value of lesson sequencing within the CLIL perspective is that it allows the teacher to create lesson **title descriptions** from the learning principles in the 3 Pillars of Context in a logical way.

# Title Sequencing – Example Art

## Lesson 1

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

## Lesson 2

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

## Lesson 3

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

## Lesson 4

My Picasso (putting the art technique into practice)

## Lesson 5

Art Appreciation

# Title Sequencing – Example Career

## Lesson 1

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

## Lesson 2

Discover your personality.

## Lesson 3

Discover your interests.

## Lesson 4

Discover your talents.

## Lesson 5

Career Assessments

## Lesson 6

Job Fair – What career matches my Career Assessment?

# Title Sequencing – Example Life Curriculum

## Lesson 1

No, rules! (activity to introduce the concept of lawlessness vs fairness)

## Lesson 2

Story book/Video (Sharing) situational awareness

## Lesson 3

Sharing vs Selfishness compare and contrast behaviors (categorizing)

## Lesson 4

Sharing activity (5-minute toy exchange) (language “for” sharing)

# Unit Sequencing - Second Stage

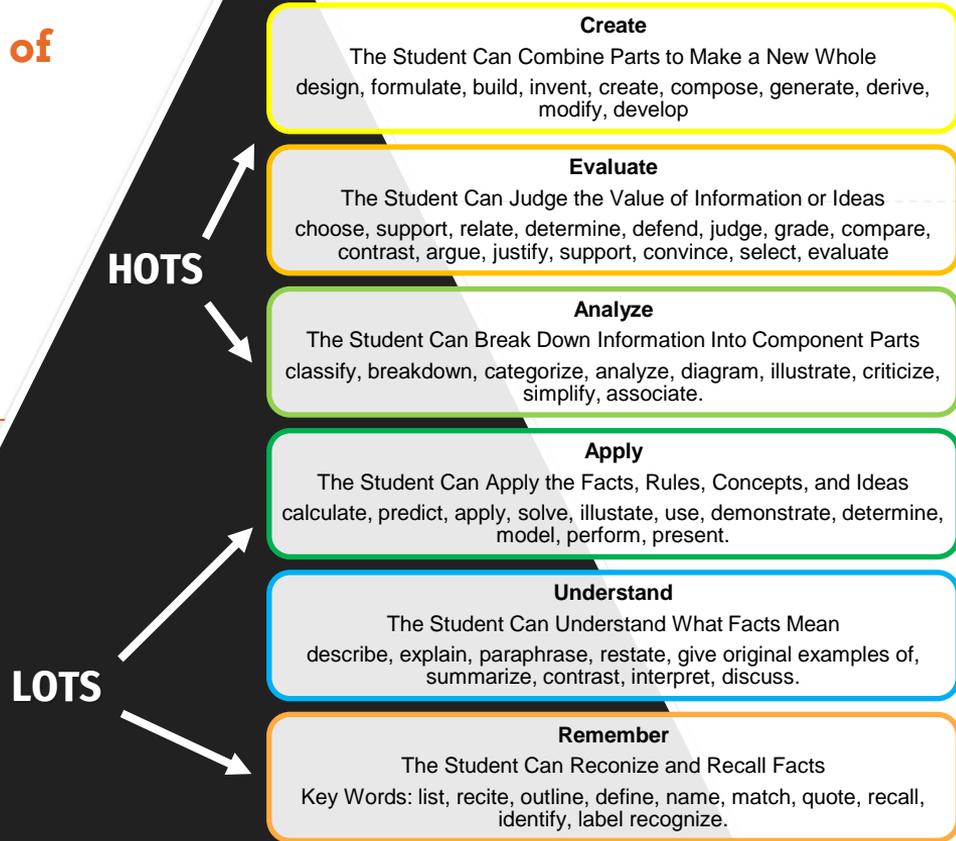
## Reference Material

- 3 Pillars of Context (principles for learning)
- Pages 7 to 8 - CLIL Unit and Lesson Development Tool

- Lesson 1: (Title/Description)
- Lesson 2: (Title/Description)
- Lesson 3: (Title/Description)
- Lesson 4: (Title/Description)
- Lesson 5: (Title/Description)
- Lesson 6: (Title/Description)

## Planning Tool

# Bloom's Taxonomy of Verbs



## “Can do” Statements

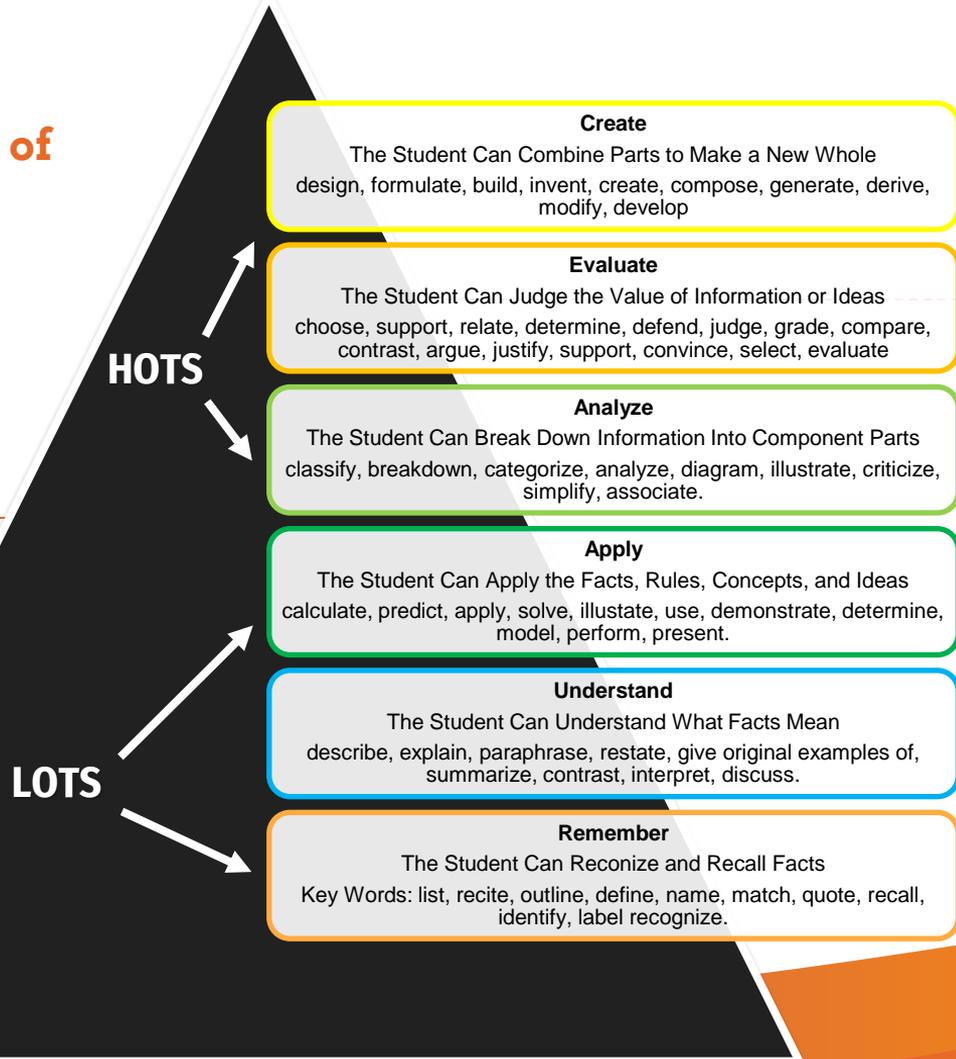
Bloom's Taxonomy of Verbs expands lesson title descriptions into “Can do” statements to create a clear learning objective for each lesson.

## “Can do” Statement– Example Career

### Integrated Activities – Lesson 2 - 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 then be **compared** and **contrasted** with their classmates.

# Bloom's Taxonomy of Verbs

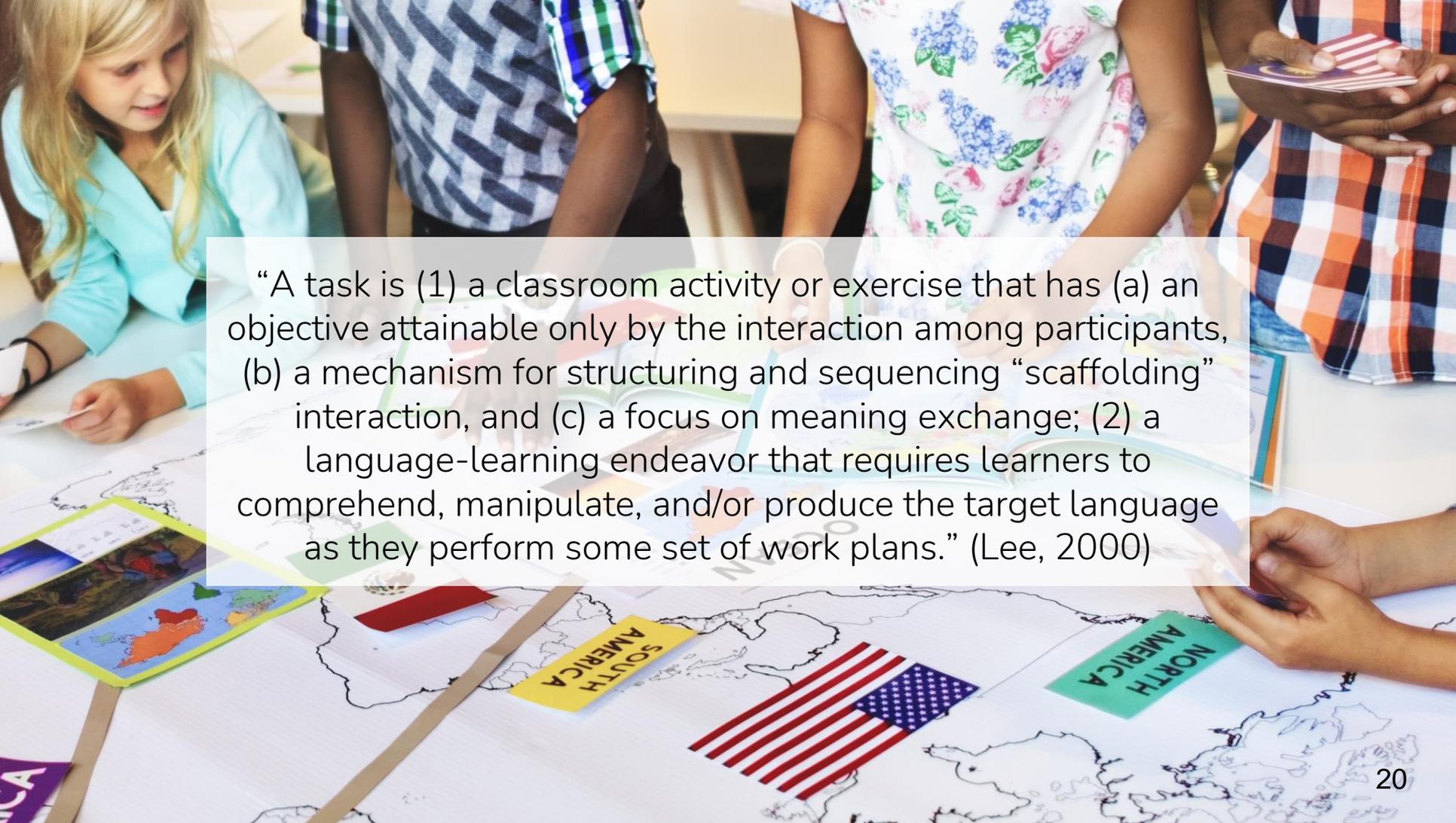


## Tasks

The tasks generated from “Can do” statements, can be thought of in two ways. First, as a scaffold activity that allows students to become cognitively engaged with the content principles. Then, as a formative assessment tool to check students understanding of the content materials throughout the lesson.

# Task Objectives

- A task is goal-oriented (achieve learning objectives).
- A task requires interaction among learners (group work).
- A task requires the interaction to be scaffold.
- A task requires clear instructions.
- A task facilitates the Language “for” Learning.

A group of diverse children are gathered around a table, working on a large map project. The map shows the continents of North and South America. A child in a light blue shirt is looking at a small card. Another child in a floral shirt is holding a card. A child in a plaid shirt is also holding a card. The map has labels for 'SOUTH AMERICA' and 'NORTH AMERICA' and a small American flag. There are also some other cards and materials on the table.

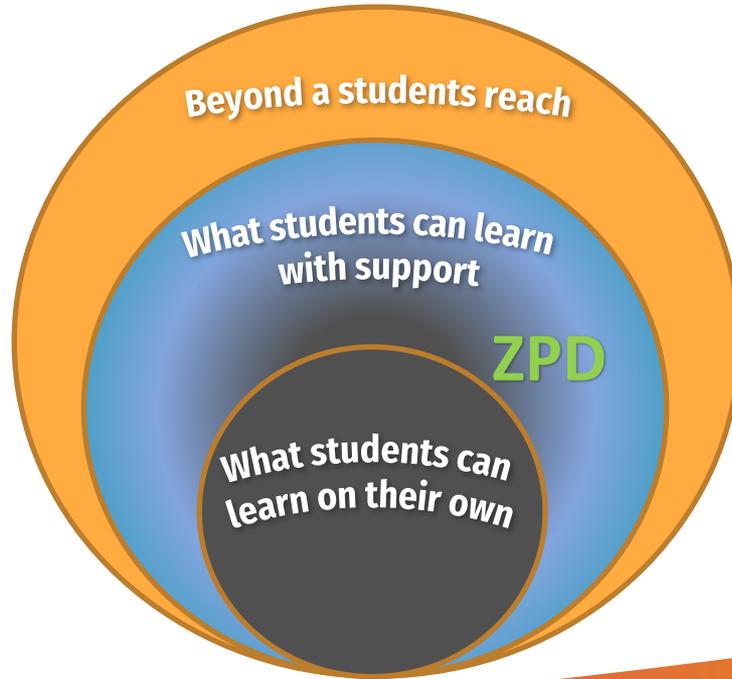
“A task is (1) a classroom activity or exercise that has (a) an objective attainable only by the interaction among participants, (b) a mechanism for structuring and sequencing “scaffolding” interaction, and (c) a focus on meaning exchange; (2) a language-learning endeavor that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of work plans.” (Lee, 2000)

# Four Zones of Teaching and Learning



*“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

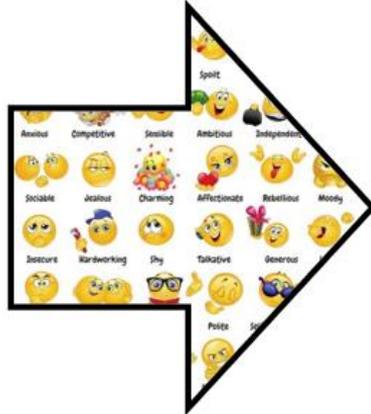


ZPD is the theory that aids in the process of evaluating the subject content a student is capable of learning if given the proper support (Scaffolding).

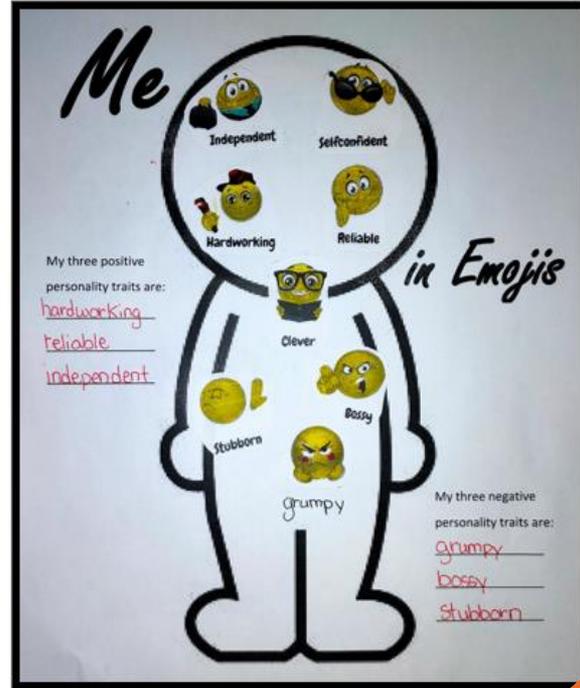
## **Take into Account**

Student L1 Prior Knowledge

This is me in emojis.



Finished Project



## Career Task

- Identify personality adjectives
- Classify into positive/negative
- Compare/Contrast outcome with other classmates

# “Can do” Statement- Third Stage

## Reference Material

- 3 Pillars of Context
- Title Descriptions
- Bloom’s Taxonomy of verbs
- Page 8 - CLIL Unit and Lesson Development Tool

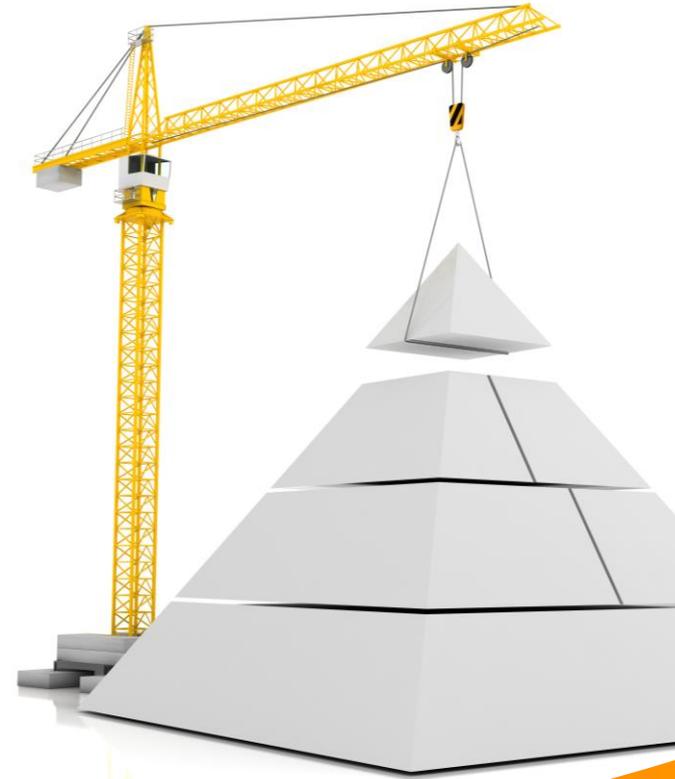
## Planning Tool

- Lesson 1: (Title)
  - By the end of this lesson, the student will be able to...
  - Task
- Lessons 2-6 cont...

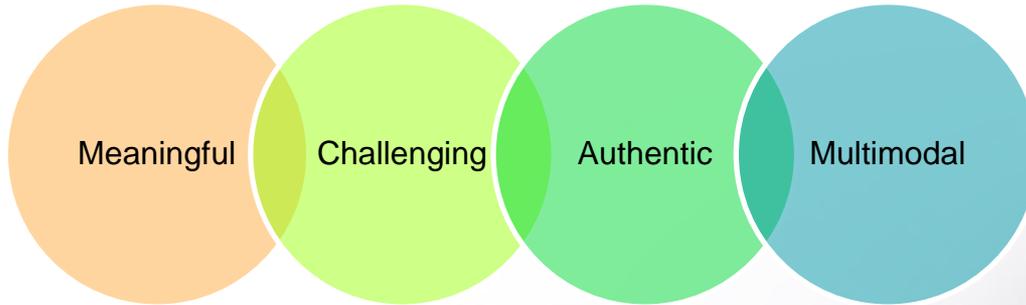
# Unit Foundation

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- 3 Pillars of Context
- Sequencing of Title Descriptions
- “Can do” Statements
- Task



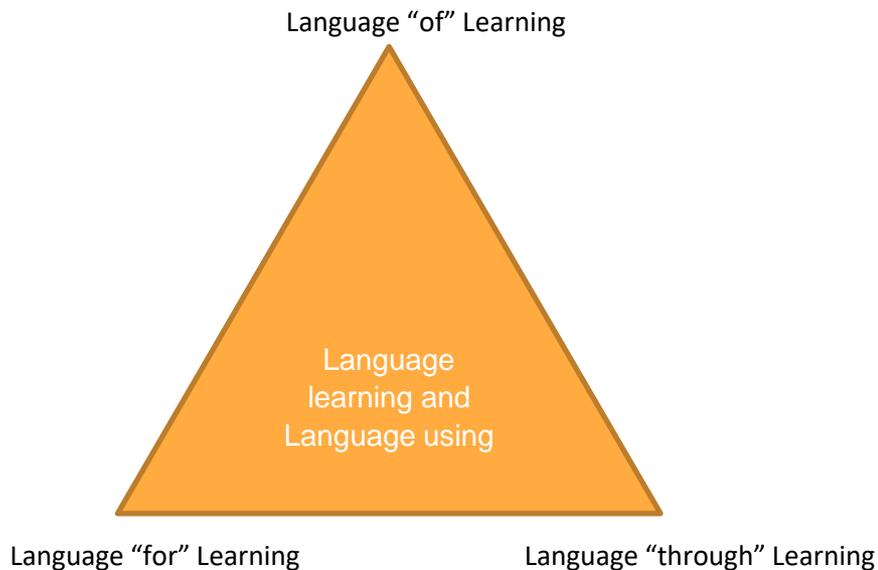
# Content Creation



## Content Evaluation/Development Principles

- Four Zones of Teaching and Learning
- Zone of Proximal Development
- Language Triptych
- BICS/CALP Matrix
- Scaffolding

# Language Triptych

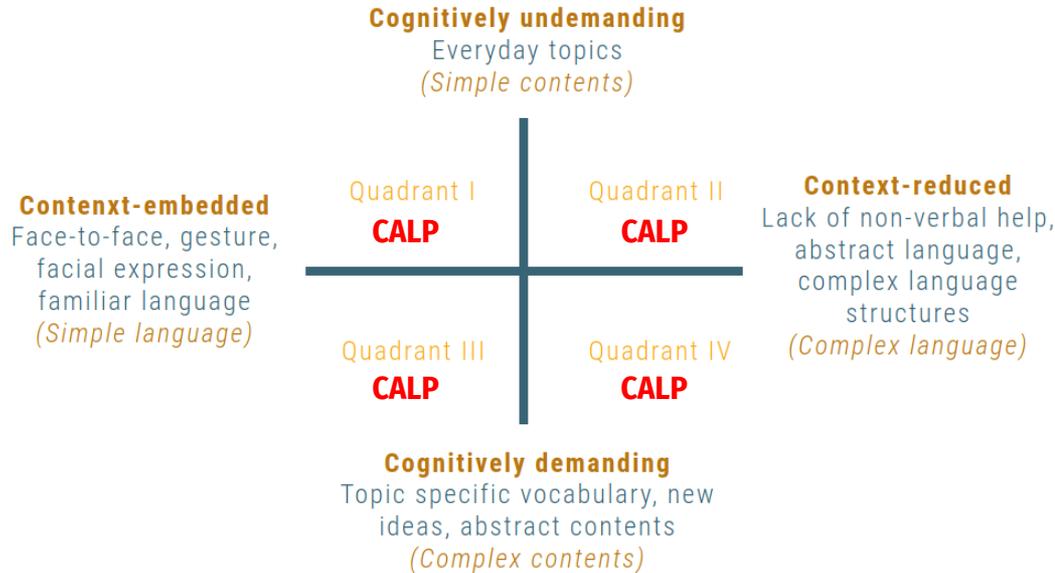


The Language Triptych helps to identify and plot out the L2 language the students will need to acquire to **understand, participate in, and express** the subject content learning objectives.

- **“of” learning**
- **“for” learning**
- **= “through” learning**

# CLIL-Matrix for BICS and CALP

“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



**BICS – social language**

**(support for)**

**CALP – academic language**

**Key - L2 Prior Knowledge  
Simplify content language**

The CLIL-Matrix adapted from Colye (2010, p.43)

## L2 Prior Knowledge



Balancing Content and Language

# Language - Planning Tool

## Reference Material

- Unit Foundation
- Pages 10 to 11 - CLIL Unit and Lesson Development Tool
- Simplified with L2 prior knowledge with embedded CALP
- Elementary School Learning Content

<https://englishcenter.ntpc.edu.tw>

- Language “of” Learning (new vocabulary from steps and content principles)
- Language “for” Learning (functional language for task and in-class participation)

## Planning Tool

# Scaffolding



*“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)

# What can be Scaffold?

- Vocabulary
- Language
- Principles
- Stages
- Instructions
- Tasks
- Concepts
- Lessons
- Units
- Rules

# Scaffolding Tactics

- Visuals and Realia
- Use of L1 (translanguaging)
- Modeling and Gestures
- Graphic Organizers
- Demonstrations
- Concept Definition Map – relationship between concepts
- Cloze Sentences
- Information Gap
- Sentence starters
- Guided Practice
- Group Work in L1 with L2 Production
- L1/L2 Dictionary
- Activate Prior Knowledge

# Priorities

優先

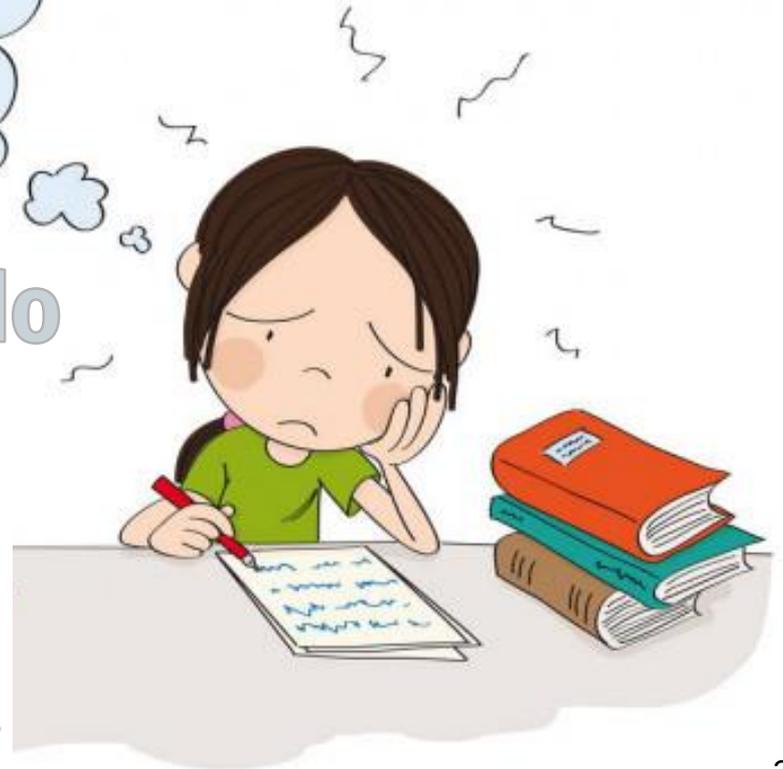


What do I  
“have”  
to do?

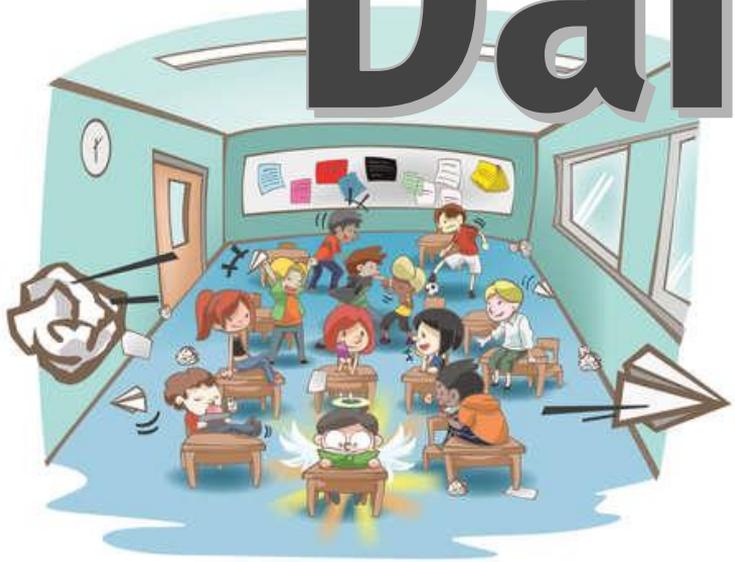


“want” to do

“need” to do

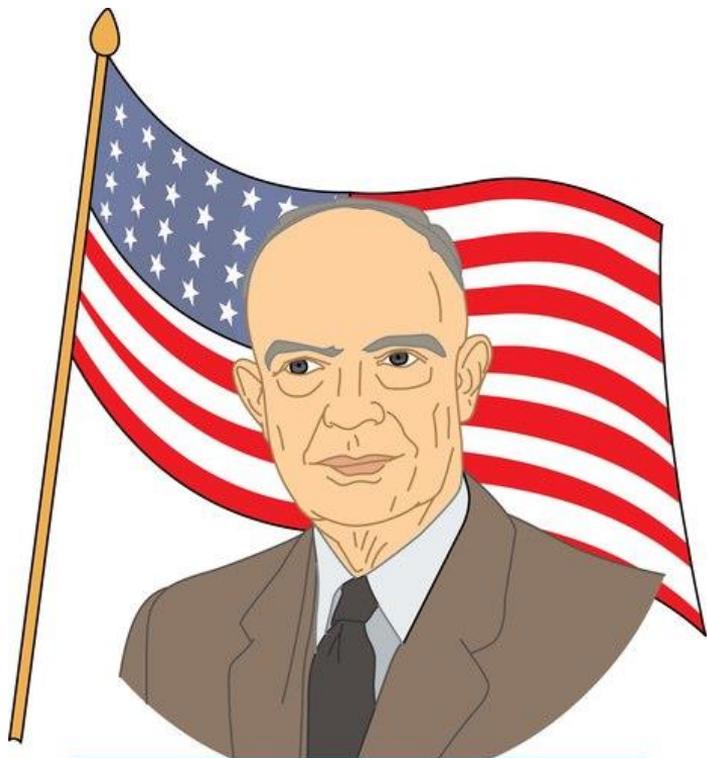


# Daily Life





**How do I  
prioritize my  
priorities?**



Dwight D. Eisenhower

<http://classroomclipart.com>

matrix

做

Do  
urgent

日程

Schedule  
important but  
not urgent

代表

Delegate  
not important  
but urgent

排除

Eliminate  
not important  
and not urgent

# Daily Life List

- Watch TV
- Math test tomorrow
- Science project due  
next week
- Wash the dishes

做

Do  
urgent

日程

Schedule  
important but  
not urgent

代表

Delegate  
not important  
but urgent

排除

Eliminate  
not important  
and not urgent

# Priorities Group Activity

Daily Life List	Eisenhower Matrix Category
Study for English test tomorrow	Do

Clean room and kitchen floors	
Work on art project due in two weeks	
Play an online videogame	
Finish math quiz corrections (homework)	
Practice the piano	
Take out the trash	

By delegating, and scheduling you will start to see the right things to do in order to achieve your goals and be more productive.

**Do**  
urgent

**Schedule**  
important but not urgent

**Delegate**  
not important but urgent

**Eliminate**  
not important and not urgent

# Priorities Group Activity

Daily Life List	Eisenhower Matrix Category
Study for English test tomorrow	
Play basketball with friends	
Mop the living room and kitchen floors	
Work on art project due in two weeks	
Play an online videogame	
Finish math quiz corrections (homework)	
Practice the piano	
Take out the trash	



The Eisenhower Matrix is named after Dwight David Eisenhower – an American army general and statesman who served as the 34th President of the United States from 1953 to 1961. During World War II, he was a five-star general in the United States Army and served as Supreme Commander who prepared the strategy for an Allied invasion of Europe.

Dwight made tough decisions continuously about which of the many tasks he should focus on each day. This finally led him to invent the world-famous Eisenhower Method, which today helps us prioritize by urgency and importance. Through the Eisenhower principles of planning, prioritizing, delegating, and scheduling you will start to see the right things to do in order to achieve your goals and be more productive.

**Do**  
urgent

**Schedule**  
important but  
not urgent

**Delegate**  
not important  
but urgent

**Eliminate**  
not important  
and not urgent



Thank You!