

CLIL - Content and Language Integrated Learning

WiFi Password: studentalpha

Course Overview



- 1. Introductions & Professional Practice**
- 1. Teaching & Learning**
- 1. Offsite Training Day**
- 1. Assessment & Feedback**
- 1. Presenting, Summing Up and Moving Forward**

Day 1

Introductions & Professional Practice

- To understand the rationale behind CLIL and how it can be integrated into the curriculum.

Day 1

Introductions & Professional Practice

- To be able to describe the rationale and effectiveness of CLIL in the classroom, based around a 4Cs curriculum.
- To be able to state ways of integrating the four language skills into conventional and ICT-rich classrooms.
- To be able to explain how the use of puzzles, games and images can develop learners' attainment and progress.
- To give examples of teaching grammatical structure and form through subject-specific vocabulary.
- To be able to carry out a needs review for the forthcoming sessions.

INTRODUCTIONS

A very warm welcome to
Alpha School, Malta!

We're going to be together
for the next 5 days, so let's
spend some time getting to
know each other a little first.

Let me start and then you
will take your turn.



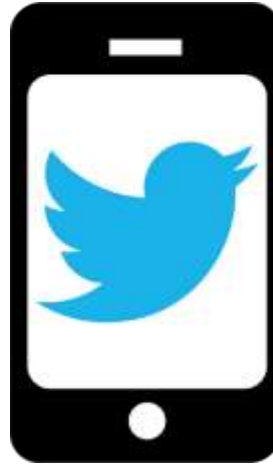
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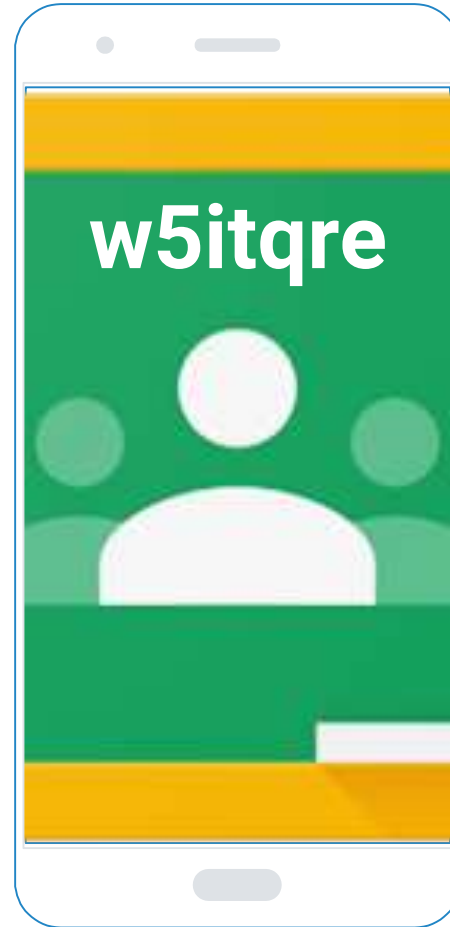
<https://www.facebook.com/alphaschoolofenglishmalta/>

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Mobile device login

Join Google Classroom for our
CLIL Course using the code.

You will then be able to access
resources and share information.



Day 1 Survey

Please complete Alpha School's first day questionnaire

We want to check that the beginning of your stay in Malta is excellent so please complete this first day questionnaire using the link, or scan the QR Code on the screen.

<https://alphaschoolmalta.com/1495>



What is CLIL?



What is CLIL?



The term CLIL was coined by David Marsh,
University of Jyväskylä, Finland (1994):

"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."



What does CLIL expect to achieve?

The overall goals of CLIL can be wide-ranging but should include (Dalton-Puffer, 2007) to:

- Develop intercultural communication skills;
- Prepare for internationalism;
- Provide opportunities to study content through different perspectives;
- Access subject-specific target language terminology;
- Improve overall target language competence;
- Develop oral communication skills;
- Diversify methods and forms of classroom practice; and
- Increase learner motivation.

What does CLIL expect to achieve?

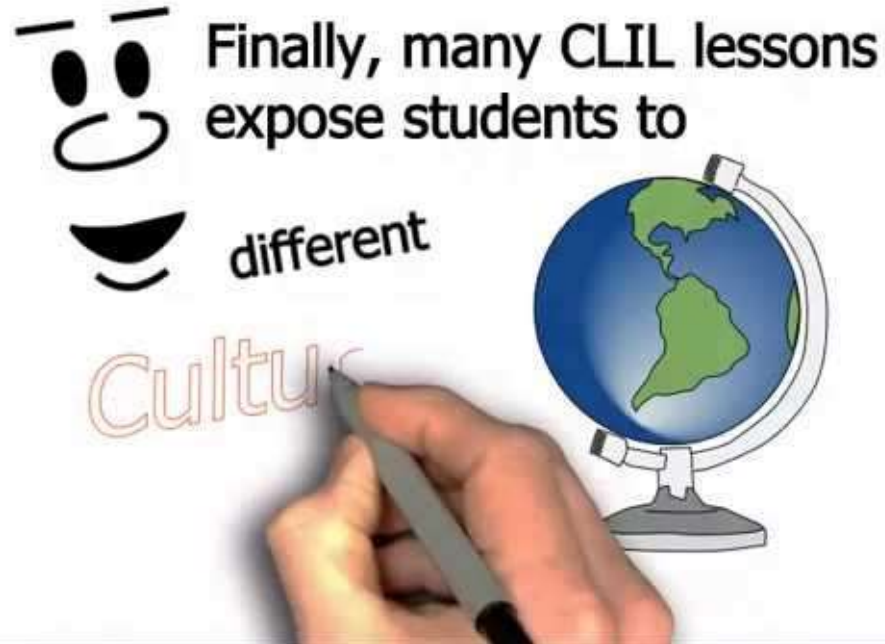
There is considerable evidence of the positive impact of CLIL on children's language competences when compared to standard foreign language programmes. This is based on testing before and after a significant degree of exposure to CLIL and comparison to groups of children who have not experienced CLIL teaching.

Context	Study details	Results	Source
English language instruction in the Netherlands	1,305 students across four cohorts in five schools, 584 of which were part of a CLIL programme and 721 of which followed the regular programme (control).	Students in the CLIL programme performed better on reading comprehension (77.2 compared to 55.1 as measured by the national final examinations for English for intermediate general secondary education) and general oral proficiency (78.0 vs. 54.6 as measured by the Cito Oral Proficiency Test for English, where students have to use language in various real-life situations). There were only moderate positive effects for pronunciation (76.4 vs. 62.3). The CLIL group also scored significantly higher than the control group for achievement on the final exams in English (81.3 vs. 67.6). There were no significant differences for receptive word knowledge	Admiraal et al (2006)

Put simply, CLIL is NOT about teaching English* as a modern foreign language, but
it IS about teaching subject content in the English* language

Yet it is more than that, as an effective CLIL experience should combine elements of:

The 4 Cs Curriculum



The relationship between culture and languages is complex. Intercultural awareness is fundamental to CLIL. Its rightful place is at the core of CLIL

Content:
integrating
content from
across the
curriculum

Content is not only about acquiring knowledge and skills, it is about learners creating their own knowledge and understanding, and developing their skills through personalised learning

Culture:
interpreting and
understanding
significance of
language

Cognition:
creativity,
higher-order
thinking, and
knowledge
processing

The
4Cs

(Covle 1999)

Communication
: mediating
ideas, thoughts,
and values

Content is related to learning and thinking. This is cognition. To enable learners to create their own interpretation of content, it must be analysed for its linguistic demands

Language needs to be learned through communication, reconstructing the content and cognitive processes. This needs to be transparent and accessible. Interactions are fundamental to learning





Quiz Time

Click this link to play the quiz in two teams:

How to bring CLIL into your classroom

1. Choose an interesting topic
2. Choose the target vocabulary
3. Choose a grammar structure to focus on
4. Choose a reading text
5. Create a graphic organizer for your students

Oxford
Discover



Day 1 - CLIL Lesson Content: Table [TASK 1]



Day 1 - CLIL Lesson Content: Table

Watch a video clip of a short CLIL based lesson, making notes on it using the contents of this table:-

What is the topic?	
What is the target vocabulary?	
What is/are the grammar structure/s?	
What is the reading text?	

Day 1 - CLIL Lesson Content: Table [TASK 1]



Day 1 - CLIL Lesson Content: Table [TASK 2]

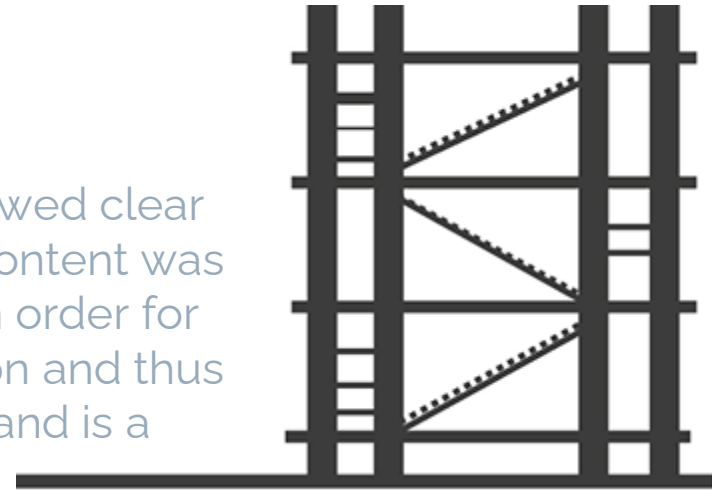
Video 1: 0.00 Primary
Video 2: 2.37 Primary
Video 3: 4.55 Primary
Video 4: 7.03 College
Video 5: 9.21 College
Video 6: 11.45 College



**Think about CALL
content too -
Computer Assisted
Language Learning**

Scaffolding

All of the lessons you observed in the video clips showed clear evidence of teacher “scaffolding”. That is, the lesson content was broken down into manageable, methodical chunks in order for students to access the material, improve their cognition and thus show progress. This demonstrates clear planning, and is a fundamental teaching strategy.



The opposite of scaffolding would be something like this -

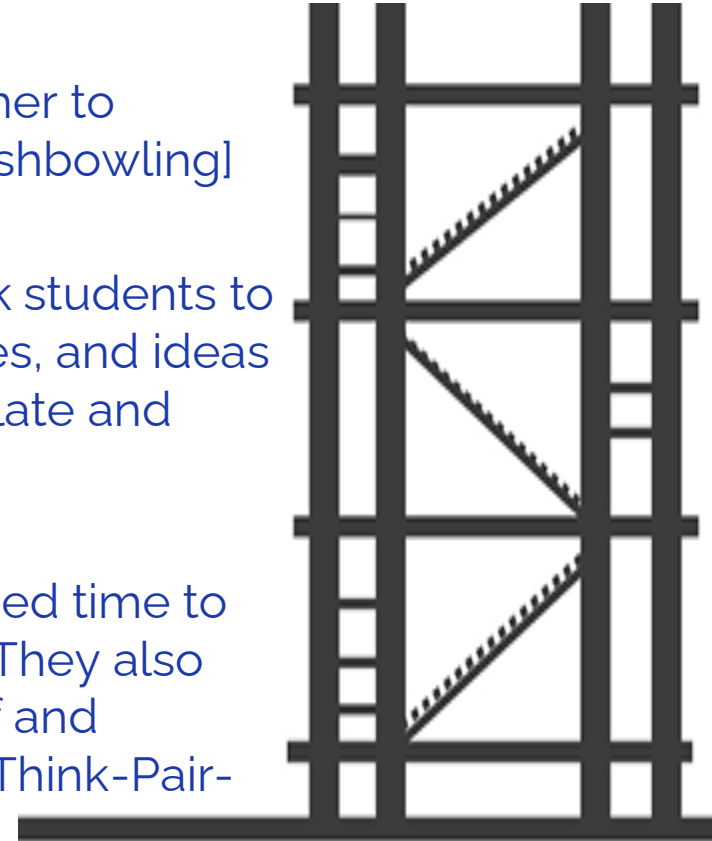
“Read this nine-page science article, write a detailed essay on the topic it explores, and hand it in tomorrow”.

Without prior knowledge and the cognitive tools needed to achieve this task, it's practically impossible to complete it to a decent standard, even for a high-level student.

Here are 6 scaffolding strategies that you might find useful. You've probably used them, but it's good to remind yourself of your good practice -

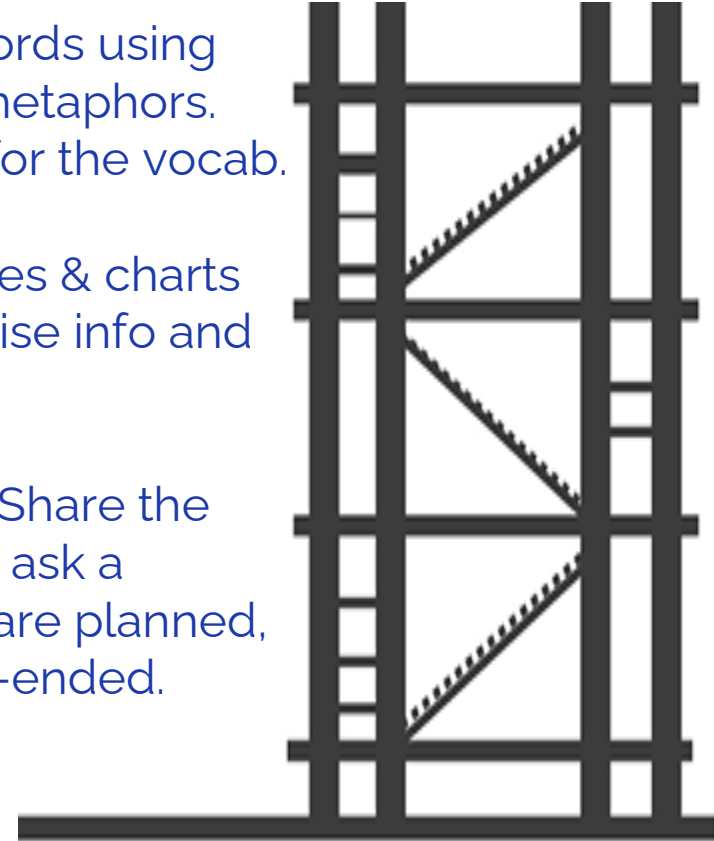
6 Scaffolding Strategies to Use With Your Students

- **SHOW AND TELL** - Modelling: Teacher to Students or Students to Students [Fishbowling]
- **TAP INTO PRIOR KNOWLEDGE** - Ask students to share their own experiences, hunches, and ideas about the content and have them relate and connect it to their own lives.
- **GIVE TIME TO TALK** - All learners need time to process new ideas and information. They also need time to verbally make sense of and articulate their learning with others [Think-Pair-Share]



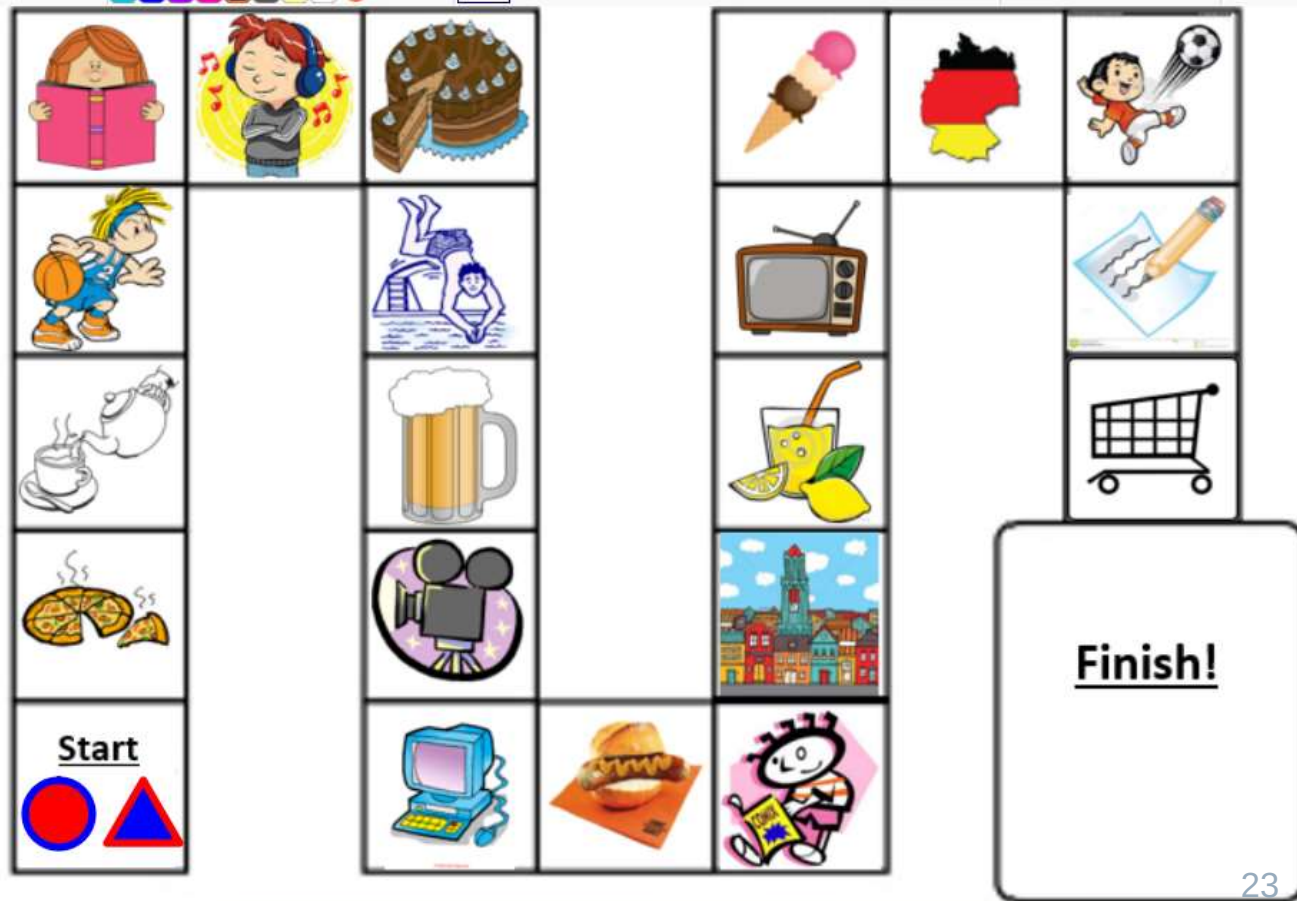
6 Scaffolding Strategies to Use With Your Students

- **PRE-TEACH VOCABULARY** - It introduces words using photos, or in context, or with analogies and metaphors. Students could create symbols or drawings for the vocab.
- **USE VISUAL AIDS** - Graphic organisers, images & charts help students visually represent ideas, organise info and grasp concepts.
- **PAUSE, ASK QUESTIONS, PAUSE, REVIEW** - Share the content, then pause (for think time), and then ask a strategic question, pausing again. Questions are planned, in advance, to be specific, guiding, and open-ended.



CLIL and Games

- What's the topic?
- What is the target vocab?
- What is/are the grammar structure/s?
- In small groups, discuss what games and/or activities you could do with this resource and how it would fit in a CLIL lesson. Would it be a warmer, a main activity, a filler, a cooler?



CLIL and Games

Two Truths and A Lie

Students read three statements related to the lesson content and must decide, using set phrases as a guide, which one is the lie [and which therefore are the two truths].

1. Malta's Great Siege was in 1565
2. Malta's former capital was Rabat
3. Cisk is the local lager beer

I think number
X is true
because...

I think number
X is a lie
because...

The lie is

- **Number 2**

**Malta's former capital city
was actually Mdina!**

I have a
feeling that X
is true/a lie.

I reckon that
number X is
true/a lie.

CLIL and Games

Wanna bet? Comprehension Task

This task brings about whole class involvement and encourages engagement through teamwork, while allowing the 'best' students to share their knowledge and become 'heroes'.

- Display a comprehension text related to the CLIL content
- Explain to the class that you will ask 10 questions related to it
- Tell the students that EVERYONE must write down ALL the answers
 - Some people may not know all the answers of course, so...
 - Those who do **must** call out the correct answers for everyone
 - Explain that you, the teacher, won't confirm nor deny the answers at this stage, and you won't mind the calling out!
- After reading out the questions, read them through once again, making it clear to the students that EVERYONE must have ALL the answers written down - check this and check this again!

CLIL and Games

- Tell the class that they are NOT allowed to call out from now on
- If they get all answers correct as a class, then they'll receive a treat
- Use a random name picker to generate a name - ask that student the question ensuring that no-one else speaks. Build up the tension! [<https://www.classools.net/random-name-picker/> or <https://wheelofnames.com/>]
- Remove that student from the wheel and repeat for all questions
- Once the ten questions have been answered [they will achieve it!], say that you will offer them 'Double or Nothing'
 - There will be one last question BUT..
 - All players will be put back on the wheel and
 - There's to be NO calling out / conferring this time at all -
 - It's all down to one person!
 - Build it up and make them 'gamble'
- Spin the wheel but don't show the class! Tell them they can spin one last time but that will be their final chance. The only clues you'll give is 'boy' or 'girl' or if the person has played previously.
- Reveal the person and ask them the final question - they'll be a hero when they get it correct and earn the class double treats!!



Wanna bet? Comprehension Task

Octopuses are sea animals famous for their rounded bodies, bulging eyes, and eight long arms. They live in all the world's oceans but are especially abundant in warm, tropical waters. They are solitary creatures that live alone in dens built from rocks.

Most octopuses stay along the ocean's floor, although some species are pelagic, which means they live near the water's surface. Crabs, shrimps, and lobsters rank among their favourite foods, though some can attack larger prey, like sharks. Seals, whales, and large fish prey on octopuses.

If threatened, octopuses shoot an inky fluid that darkens the water, confusing the aggressor. The octopus can also change to grey, brown, pink, blue, or green to blend in with its surroundings. Octopuses may also change colour as a way to communicate with other octopuses.



Wanna bet? Comprehension Task

People think of soap as gentle and soothing, but from the perspective of microorganisms, it is often extremely destructive. A drop of ordinary soap diluted in water is sufficient to rupture and kill many types of bacteria and viruses, including the coronavirus. The secret to soap's impressive might is its hybrid structure.

Soap is made of pin-shaped molecules, each of which has a hydrophilic head — it readily bonds with water — and a hydrophobic tail, which shuns water and prefers to link up with oils and fats.

When you wash your hands with soap and water, you surround any microorganisms on your skin with soap molecules. The hydrophobic tails of the free-floating soap molecules attempt to evade water; in the process, they wedge themselves into the lipid envelopes of certain microbes and viruses, prying them apart. “They act like crowbars and destabilise the whole system,” according to Prof. Pall Thordarson, acting head of chemistry at the University of New South Wales.

Dictogloss

Dictogloss is a type of supported dictation.

The teacher reads a short, curriculum-related text several times and the learners try to produce their own version as close to the original as possible.

The ideal dictogloss text is at a language level slightly above that of the learners, but with familiar subject content.

Students may not write/type when the teacher is talking.

Variation: Reverse the order.

If you normally read texts from beginning to end, try reading them starting at the end.



Dictogloss

If you are not aware, pastizzi are Malta's national snack!

Flaky pastry which encloses different fillings, the most common being pea, and ricotta cheese. Other flavours exist including apple, anchovy, corned beef, chicken and many more.

Pastizzi are served throughout Malta and Gozo and can be bought from specialist pastizzi shops, coffee shops, restaurants or bars. Pastizzi can also be found in other countries, including the UK, America, Canada and Australia.



CLIL Ideas and Resources

Links

You can find numerous links to online CLIL resources on the following worksheet in Google Classroom:

Day 1 - CLIL Ideas & Resources





Task Time

- ★ You will now choose a topic from your own subject area, or throw caution to the wind and get one from the random generator:
- ★ You will then plan, resource and deliver a mini CLIL lesson to the class based on this topic [5-10 minutes]
- ★ You may team teach in pairs if you wish



Needs Review

Is there anything that you wish to cover this week in order to improve your own professional practice or English skills?

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Day 2

Teaching & Learning

- To analyse lesson structure and delivery with emphasis on student motivation and engagement.

Day 2

Teaching & Learning

- To be able to develop one's language focus – an opportunity to ask questions about the English language or subject-specific vocabulary.
- To be able to compare methods of lesson delivery, describing what makes a 'good' lesson and what makes a 'bad' lesson.
- To be able to critique different aspects of technology in the classroom, looking at devices, programmes and applications designed to aid teaching and learning.
- To be able to evaluate ideas about student motivation, attainment and progress, describing how this is achieved and maintained.



Tomorrow!

- ★ Before we continue with today's course content, your teacher trainer will click the rocket icon to take you to Day 3's content
- ★ There, you will be given information about your Offsite Training Day and its associated CLIL activity
- ★ You will deliver a presentation on Day 5 based on the trip

Language Focus

It's all about you!

This is an opportunity for you to ask your teacher trainer any questions about the English language [grammar points or general vocabulary], or perhaps specific vocabulary related to your subject area or the teaching profession. We can then explore these together.

In small groups, consider the following questions.

Discuss them and then feedback to the class and your teacher-trainer:

**Is there any part
of the English
language which I
find challenging
or confusing?**

**Is there any part
of my English
language that I
would like to
improve?**

**Is there any part
of my subject's /
my profession's
language that I
want to explore?**



Task Time

- ★ In small groups you will access a web page showing ‘10 methods for teaching subject-specific terminology’ [[see Day 2 of Google Classroom for the link](#)]
- ★ You will then be allocated two numbers between 1 and 10 which correspond to the numbered methods on that page [there are actually only 9 tips?!?!]
- ★ Read the two methods as a group and then, when asked by your teacher trainer, share these methods with the whole group, giving an outline of the method with examples related to your subject areas

Lesson Delivery



What makes a 'good' lesson?



What makes a 'bad' lesson?



Clear Objectives

Fun

Rapport

Feedback

Inclusive

Assessment

Well planned

Active/Engaging

Relevant/Accessible

Behaviour management

Variety of skills/activities

Challenging

Scaffolding

High expectations

Differentiation

Passion/Enthusiasm

Subject knowledge

Pace/Methodical/Ability specific



Unclear objectives

Boring

Little or no rapport

No feedback

Exclusive

No assessment

Poorly planned

Passive/Unengaging

Irrelevant/Unaccessible

Poor Behaviour management

Lack of skills/few activities

Lacks challenge

No scaffolding

Low expectations

No differentiation

Zero passion/enthusiasm

Poor subject knowledge



Poor pace/Lacks structure/Ability not considered

What makes a good teacher?



What makes a good teacher?



Steps of a Good CLIL Lesson

A CLIL lesson generally has the following steps performed in English:

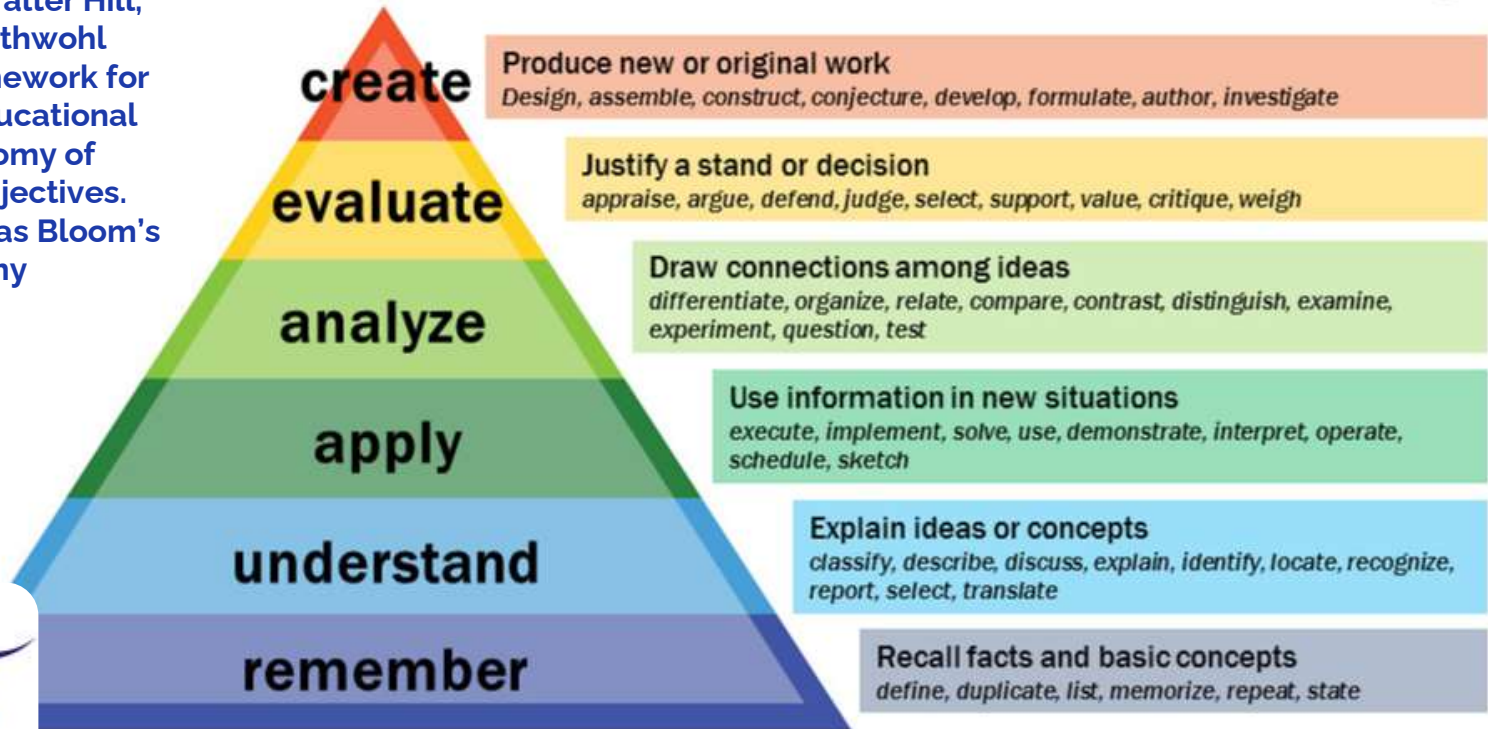
- ★ Welcome routine - meeting & greeting
 - ★ Tuning into English - a chant; date; weather etc.
 - ★ Introduction to lesson aim - "Today we are going to ..."
 - ★ Teacher presentation - revision; new content; oral work: Teacher explains step-by-step what students have to do and models it using the target language.
 - ★ Student activities - individual/pair/group work - 4Cs / 4 lang. skills/variety: Teacher checks student understanding
 - ★ Evaluation - Teacher checks student understanding & enjoyment!.
- routine - a chant; a song etc.



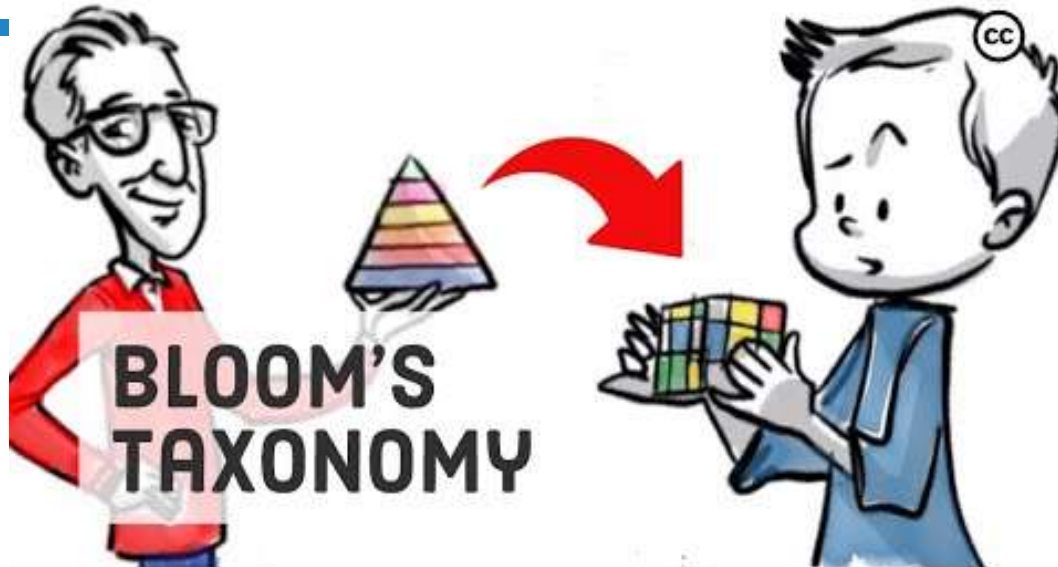
Good CLIL Lesson Planning

In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorising educational goals: Taxonomy of Educational Objectives, familiarly known as Bloom's Taxonomy

Bloom's Taxonomy



Bloom's Taxonomy



Key Verbs in Bloom's Taxonomy

01

KNOWLEDGE:

Define,
Identify,
Describe,
Recognize,
Tell,
Explain,
Recite,
Memorize,
Illustrate,
Quote

02

UNDERSTAND:

Summarize,
Interpret,
Classify,
Compare,
Contrast,
Infer,
Relate,
Extract,
Paraphrase,
Cite

03

APPLY:

Solve,
Change,
Relate,
Complete,
Use,
Sketch,
Teach,
Articulate,
Discover,
Transfer

04

ANALYZE:

Contrast,
Connect,
Relate,
Devise,
Correlate,
Illustrate,
Distill,
Conclude,
Categorize,
Take Apart

05

EVALUATE:

Criticize,
Reframe,
Judge,
Defend,
Appraise,
Value,
Prioritize,
Plan,
Grade,
Reframe

06

CREATE:

Design,
Modify,
Role-Play,
Develop,
Rewrite,
Pivot,
Modify,
Collaborate,
Invent,
Write

Key Digital Verbs in Bloom's Taxonomy

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
					
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading



Task Time

- ★ In pairs or in small groups you will access the Bloom's Taxonomy worksheet [see Day 2 of Google Classroom]
- ★ You will then choose words from the verb list to complete the lesson aims - there may be more than one answer for each aim
- ★ Write your answers in your notebook
- ★ Afterwards we will go through the answers on the board

Day 2 - Bloom's Taxonomy [TASK TIME]: Answers

- ★ Solve the equations by following the mathematical methods you have been shown
- ★ Describe, in your own words, how igneous rocks are formed
- ★ Classify the foods you are shown into the seven major food groups
- ★ Modify/Rewrite the text you have read to create your own version of events
- ★ Complete your painting using shade and colour to produce your final piece in the style of Monet
- ★ In order to understand the procedure, teach the steps for building a wall to your peers
- ★ Summarise how mayonnaise is made in relation to how a vinaigrette is made
- ★ Summarise the story in less than fifty words
- ★ Looking at the list of daily office tasks, prioritise the order of importance in which you think they should be carried out
- ★ role play with one person playing Henry VIII and one person assuming the role of Anne Boleyn, role play the events which led to her beheading on May 19, 1536



Good CLIL Lesson Planning

Launched in 2001, the Common European Framework of Reference for Languages [CEFR] marked a major turning point as it can be adapted and used for multiple contexts and applied for all languages.

The CEFR is available in 40 European and non-European languages.





Task Time

- ★ In pairs or in small groups you will access the CEFR worksheet [[see Day 2 of Google Classroom](#)]
- ★ You will then try to classify the statements according to the six levels
- ★ Write your answers in your notebook
- ★ Afterwards we will go through the answers on the board

Day 2 - CEFR Global scale: Common Reference levels [TASK TIME]: Answers

CEFR LEVELS	Basic User		Independent User		Proficient User	
	A1	A2	B1	B2	C1	C2
Statement Number: [i] - [vi]			[i]			

[i] Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Day 2 - CEFR Global scale: Common Reference levels [TASK TIME]: Answers

CEFR LEVELS	Basic User		Independent User		Proficient User	
	A1	A2	B1	B2	C1	C2
Statement Number: [i] - [vi]			[i]			[ii]

[ii] Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Day 2 - CEFR Global scale: Common Reference levels [TASK TIME]: Answers

CEFR LEVELS	Basic User		Independent User		Proficient User	
	A1	A2	B1	B2	C1	C2
Statement Number: [i] - [vi]	[iii]		[i]			[ii]

[iii] Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Day 2 - CEFR Global scale: Common Reference levels [TASK TIME]: Answers

CEFR LEVELS	Basic User		Independent User		Proficient User	
	A1	A2	B1	B2	C1	C2
Statement Number: [i] - [vi]	[iii]		[i]		[iv]	[ii]

[iv] Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Day 2 - CEFR Global scale: Common Reference levels [TASK TIME]: Answers

CEFR LEVELS	Basic User		Independent User		Proficient User	
	A1	A2	B1	B2	C1	C2
Statement Number: [i] - [vi]	[iii]	[v]	[i]		[iv]	[ii]

[v] Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Day 2 - CEFR Global scale: Common Reference levels [TASK TIME]: Answers

CEFR LEVELS	Basic User		Independent User		Proficient User	
	A1	A2	B1	B2	C1	C2
Statement Number: [i] - [vi]	[iii]	[v]	[i]	[vi]	[iv]	[ii]

[vi] Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

A photograph of three young adults, two women and one man, sitting around a wooden table in a modern, industrial-style setting. They are all smiling and looking at a laptop screen. The woman in the center has long dark hair and is wearing a brown jacket. The man on the right has dark hair, wears glasses, and a denim jacket over a red shirt. The woman on the left has blonde hair and is wearing a white top. The laptop screen shows a website with various images and text. In the background, there are tall, thin plants and a dark, textured wall.

Technology for Teaching & Learning

There was an explosion of technology in education with the onset of the global pandemic, with teachers and students alike learning new skills in a

new world

Online Teaching Platforms

Which did you use? How was it?

zoom WizIQ

Google
Hangouts



Microsoft Teams

LearnCube



VEDAMO



Cisco
webex



Skype



ManyCam



ClickMeeting



LiveWebinar



clilstore.eu

CLILSTORE MULTIDICT

Students: Find language videos at your level on various topics, with transcripts where every word is linked to a choice of online dictionaries in your own language.

Teachers: Create, store and organise multimedia wordlinked learning units for use by students.

WORDLINK



Link (mostly) any webpage automatically word-by-word to online dictionaries in a choice of languages,

Find and switch easily between online dictionaries in many languages.

Co-funded by the
Erasmus+ Programme
of the European Union





Task Time

- ★ In pairs or in small groups you will access the link to clilstore.eu [see Day 2 of Google Classroom]
- ★ You will then spend some time trying out the three websites
- ★ Discuss these websites with your working partners - ease of use, relevance, usefulness for teachers/students etc.
- ★ Feedback your thoughts to the class

Wakelet

Store all your CLIL resources
[and more] in one place

Follow the link [below] in Google
Classroom, or scan the QR Code
to access the shared Wakelet
board

You will need to log in or you may
need to sign up first - but it's free!

https://wke.lt/w/s/HzVM_I





Task Time

- ★ Log in to the shared CLIL Wakelet Board
[see Day 2 of Google Classroom]
- ★ You will then spend some time looking for CLIL resources online
- ★ Add your resources to the shared Wakelet Board
- ★ Look at other people's shared resources on the Board
- ★ Feedback to the class about Wakelet and the resources you've found

Baamboozle

A great multi-use quiz application that does not require students to use electronic devices



Link many quiz sites, Baamboozle is free, but there is a paid section [Baamboozle+] with extra content

However, the basic version is enough to create engaging and motivating educational quizzes for students of all ages and ability levels for any subject

area

**Click on me
to play a
Baamboozle
quiz!**





Task Time

- ★ Click the link to Baamboozle and sign up for a free account
[see Day 2 of Google Classroom]
- ★ Spend some time creating a quiz related to your own subject area, or an area of interest to you
- ★ Write between 12 and 16 questions, with the answers
- ★ Share your quiz in Google Classroom chat
- ★ Play some of your peers' Baamboozle quizzes to test your knowledge!

CLIL & Motivation

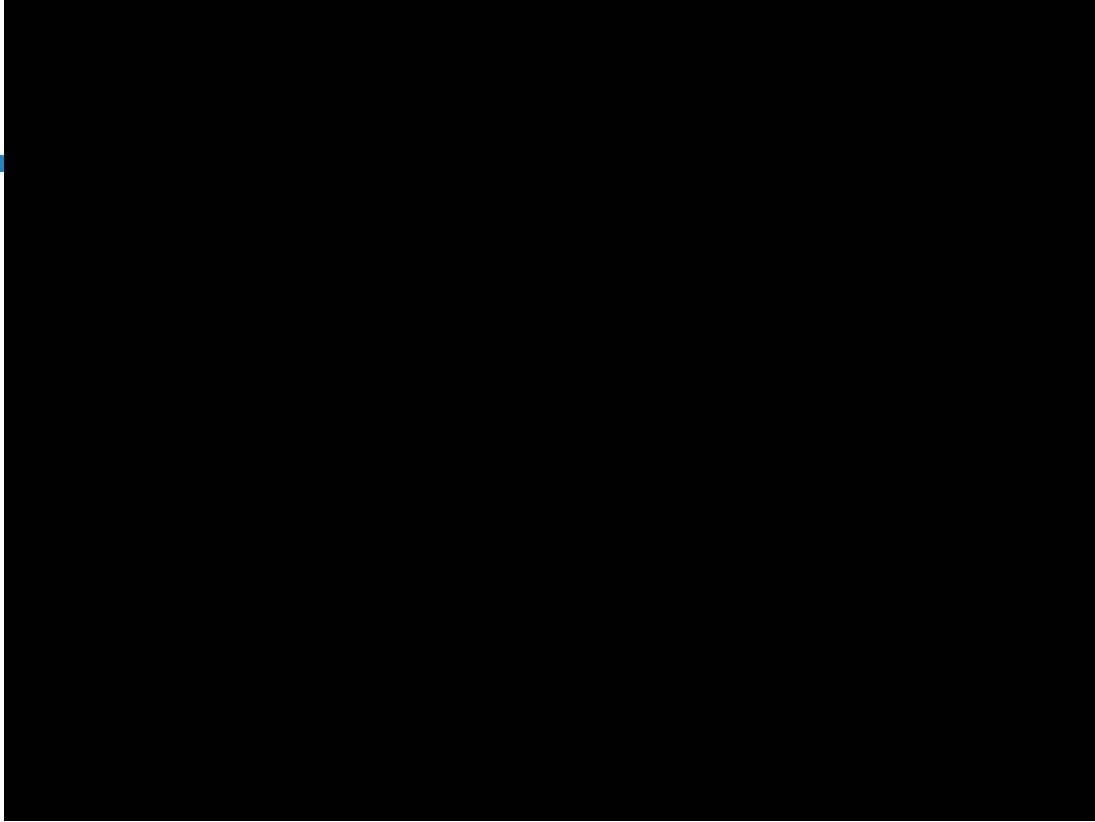


Quizzes are a great way to motivate students.

As a group can we brainstorm what else can motivate our students to learn?

1. Why is motivation important in the foreign language classroom?
2. What do students need in order to be motivated in a language classroom?
3. What might be challenging for students in a CLIL classroom?

CLIL & Motivation



Day 3

Offsite Training Day

- To apply the knowledge gained so far to undertake a task that can be presented at the end of the course.
- To promote learning mobility of individuals, as well as cooperation, quality, inclusion and equity, excellence, creativity and innovation in the field of education and training

Learning Outcomes

- To be able to create a set of useful notes and/or records [possibly photographic/video] in order to produce a presentation at the end of the course, which will be shared as part of a peer assessment activity
- To be able to work collaboratively with other Erasmus participants
- To be able to complete a Google Form to show evidence of planning the task

“

Offsite Training Day

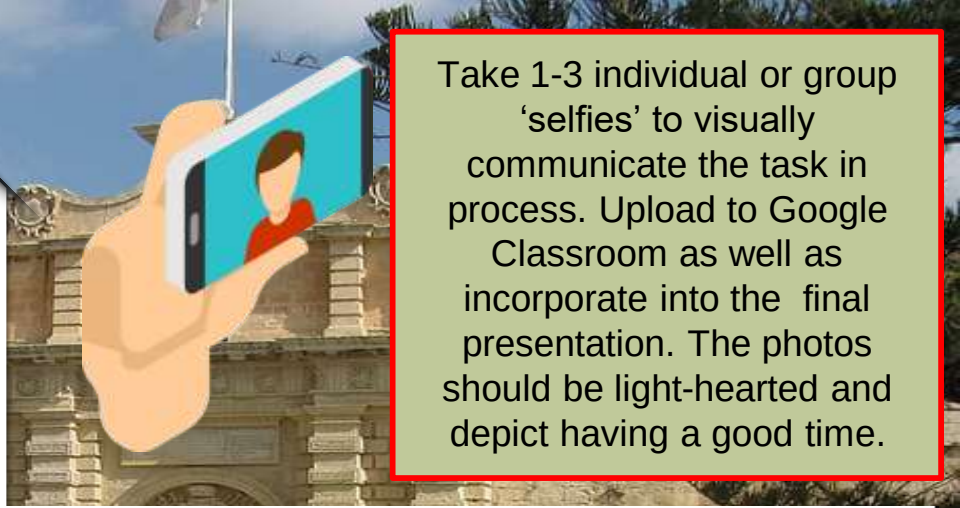
Click on an image to take you to
your venue details



Mdina & Rabat [Catacombs]



Meet at Alpha School to get transport to
Mdina - Time tbc



Take 1-3 individual or group
'selfies' to visually
communicate the task in
process. Upload to Google
Classroom as well as
incorporate into the final
presentation. The photos
should be light-hearted and
depict having a good time.

- Create an exciting and informative CLIL lesson, using all four language skills and a variety of engaging apps/tasks, based on the Offsite Training Day - it could be about the city, the attraction or just one small aspect.

Valletta



Meet at Alpha School to get transport to
Valletta - Time tbc



Take 1-3 individual or group
'selfies' to visually
communicate the task in
process. Upload to Google
Classroom as well as
incorporate into the final
presentation. The photos
should be light-hearted and
depict having a good time.

- Create an exciting and informative CLIL lesson, using all four language skills and a variety of engaging apps/tasks, based on the Offsite Training Day - it could be about the city, the attraction or just one small aspect.

Day 4

Assessment & Feedback

- To investigate ideas about assessment and effective feedback techniques.

Day 4

Assessment & Feedback

- To be able to state different types of assessment available to teaching practitioners, both informal and formal.
- To be able to evaluate peer and self-assessment as a classroom tool; its validity and effectiveness for students.
- To be able to contrast the pros and cons of assessment and how this impacts teachers and students.
- To be able to state the use of assessment criteria for a range of skills and tasks.
- To be able to explore ideas about marking and effective feedback.

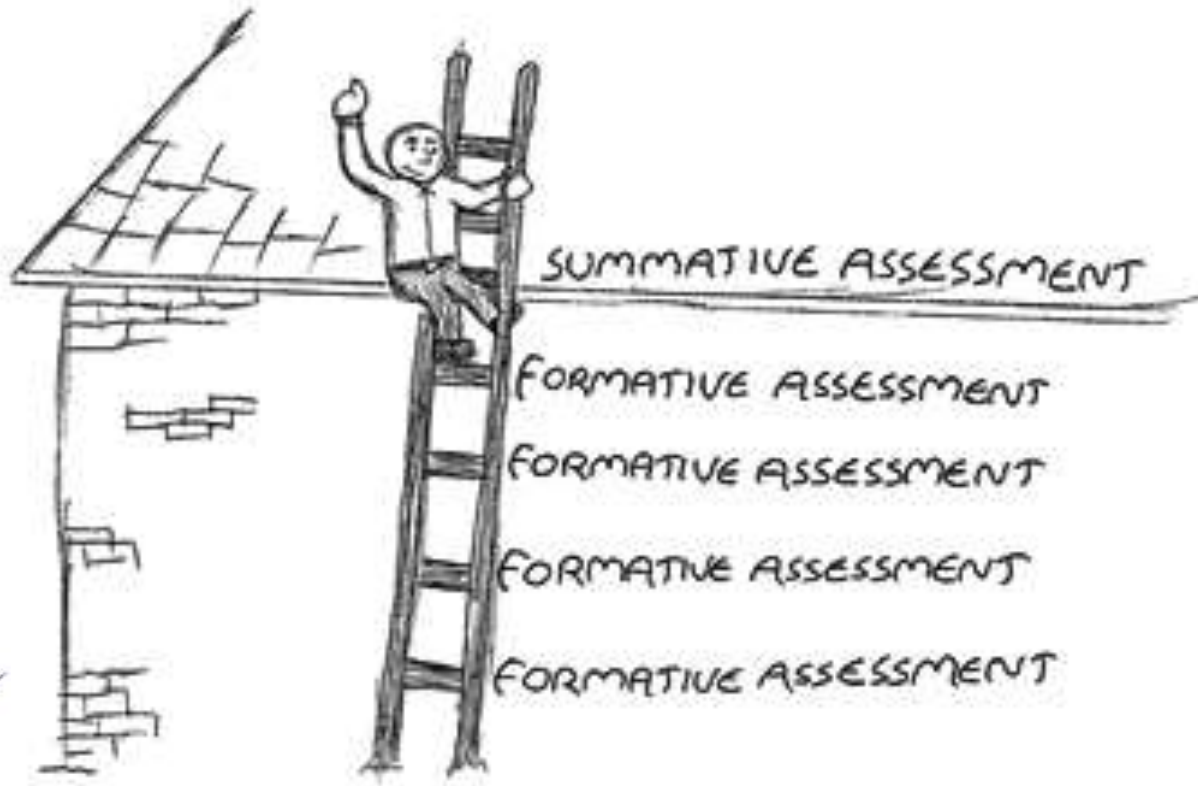
Assessment

In any classroom situation, including the CLIL classroom, assessment is an integral part of the whole teaching and learning process. It can be divided into two broad types. Do you know what these are?

**Formative
Assessment**

**Summative
Assessment**

Formative & Summative Assessment



Formative & Summative Assessment

NORTHERN MICHIGAN UNIVERSITY

MARQUETTE • MI

Formative **versus** Summative



Improve



Prove

Formative & Summative Assessment

	Formative	Summative
What?		
Purpose?		
When?		
How it's used by the students?		



Task Time

- ★ Watch the 6-minute video on the next screen about formative assessment
- ★ Make brief notes on the content, especially the 5 examples
- ★ Can you spot any spelling mistakes or grammatical errors? There are 5 in total. Don't worry if you can't, they're quite hard to see!
- ★ Your teacher trainer will formatively assess you on your understanding afterwards

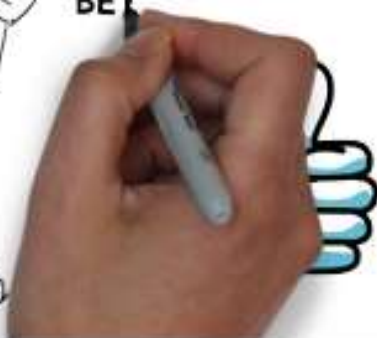
Formative Assessment

FORMATIVE ASSESSMENT

AN OVERVIEW WITH EXAMPLES



FORMATIVE ASSESSMENT SHOULD BE



Formative Assessment

First of all, did you notice any of the five spelling mistakes and grammatical errors?
It's not a problem if you didn't, they were quite subtle:

Brainstorming section [3:36]

- guaging = gauging
- **The classes** prior knowledge = **The class**' prior knowledge [singular]/**The classes**' prior knowledge [plural]

Exit Ticket section [3:56]

- Write a 3 sentence summary of **today's** lesson = Write a 3 sentence [3-sentence] summary of **today's** lesson

Think-Pair-Share section [5:32]

- This assessment is **also** an excellent classroom activity **as well** = use either also or as well

Individual Whiteboards section [6:13]

- Don't forget **its** both positive and negative = Don't forget **it's** both positive and negative

Formative Assessment

**Who knows what formative assessment is?
Use the 'Hand signal : 1 to 5' technique:**



Formative Assessment

**Who can name 1 example of formative assessment?
Use the 'Thumbs up/down/middle' technique:**

Thumbs down: Absolutely not! [No]

Thumb in the middle: Maybe I can! [I'm 50:50]

Thumbs up: I definitely can! [I'm 100% confident]

Formative Assessment

Who can do the following [see below]?
Use 'Can do' statements with the 'Traffic
Lighting/RAGging' Technique [or use your thumbs]:

I can **define** the term 'formative assessment'



I can **explain** why I should use formative assessment



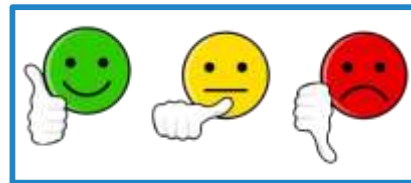
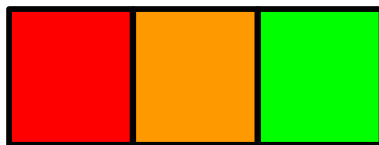
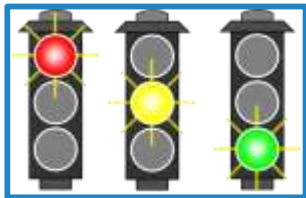
I can **state** when I should use formative assessment



I can **state** at least one example of formative assessment



I can **explain** at least one example of formative assessment





Task Time

- ★ In pairs, or in small groups, look at the 'Can do' worksheet [[see Day 4 of Google Classroom](#)]
- ★ You need to match the learning outcomes [A-I] to their subject areas and associated 'can do' statements [1-9]
- ★ Write your answers in your notebook
- ★ Afterwards we will go through the answers on the board

Day 4 - Can Do Activity [TASK TIME]: Answers

Match the 'can do' statements' with the learning outcomes from different subjects.

Learning outcomes

- A** to know how to use sources from the past to explain past events
- B** to be able to explain the components and functions of a computer system
- C** to know how to indicate parallel lines and lines of equal length
- D** to know what a habitat is
- E** to be able to give scores in a range of games
- F** to be able to write chords in different ways
- G** to know how to describe a cash flow chart
- H** to know how to look at, record, and explain work done for a still life
- I** to know how to interpret photographic evidence about the impact of human activity on the environment

Subject	Can do statements	LO
1. Art and Design	- can observe and draw natural objects - can discuss work in progress	H
2. Economics	- can interpret business data - can predict what might happen to a business	G
3. Geography	- can identify changes in different coastlines - can describe the landscape near coasts	I
4. History	- can use historical texts to interpret events - can justify interpretations of objects from the past	A
5. ICT	- can describe parts and their links using a diagram - can list parts and their purposes	B
6. Maths	- can draw accurate quadrilaterals - can show diagonals	C
7. Music	- can read how to play musical notes together - can read how to play notes separately	F
8. PE	- can award points in a match accurately - can justify how points were given	E
9. Science	- can describe different places where plants and animals live - can explain the stages in a food chain	D

Formative Assessment

Who can answer the exit ticket questions?

Use the ‘Socrative’ application to experience a digital ‘Exit Ticket’ technique. See Day 4 ‘Socrative Student Login’ of Google Classroom:

**1st Question: How well did you understand today’s material?
[Choice of 4 answers A-D]**

**2nd Question: What did you learn in today’s class?
[Text box to type your own answer/s]**

3rd Question: Teacher’s question - one set by the teacher verbally or written on the board i.e. “What does CLIL stand for?” [Text box to type your own answer/s]



Task Time

- ★ Access the Socrative Teacher Login Instructions
[see Day 4 of Google Classroom]
- ★ Log in to Socrative for free as a teacher
- ★ Look at the three 'Quick Question' options on the home screen and then think of an example question for each one using your own subject area [or something else!] - write them in your notebook
- ★ When ready, share your room name and practise using Socrative with your 'students'

Formative Assessment

Are there any other formative assessment techniques that you can think of, or have used with your own students in the classroom [or online!]? Discuss, and share with the group.

Add any useful ideas/links to Wakelet [QR code below]:



Self- & Peer Assessment

EMPOWERING STUDENTS TO OWN THE
ASSESSMENT
PROCESS



Assessment & CLIL

Can you think of any drawbacks or difficulties assessing students in a CLIL classroom?

Discuss your ideas in small groups and feedback to the class.



Assessment & CLIL



But
what about
the language
Aspect?

CREATED BY
BwToon

Assessment Criteria - Rubrics



‘Success’ criteria are established which allow teachers and learners to determine the performance quality of learners’ tasks, and promote motivation and thus, progress. These assessment criteria:

- Define what the teacher, or examiner, thinks is a good ‘product’
- Improve learners’ results since they are informed about what is expected of them at each stage/level
- Reduce anxiety since they show fixed, clear criteria in advance
- Facilitate teacher assessment, self-assessment and peer assessment

Assessment Criteria - Rubrics

Content Grade	Success Criteria / Assessment Criteria
A	
B	
C	
D	
E	

Assessment Criteria - Rubrics



Delivery Grade	Success Criteria / Assessment Criteria
A	
B	
C	
D	
E	

Assessment Criteria - Rubrics

Language Grade	Success Criteria / Assessment Criteria
A	
B	
C	
D	
E	

Assessment Criteria - Rubrics



The previous criteria could be shared with students as they are, but they aren't very student-friendly, particularly in a CLIL context - depending of course on the age, level and ability of the students.

We need, therefore, something that can be accessed by the students to aide their understanding and progress, and indeed, for the teachers when marking the work themselves, as an aide memoire.

Look at the following slides to view two user-friendly versions of the same criteria, one slightly simplified, one extremely simplified.

	Content	Delivery	Language
A	Excellent subject knowledge & research.	Excellent delivery: pitch tone, clarity of voice; pace; engagement	Proficient; very few mistakes; native-like pronunciation; varied vocab; completely comprehensible
B	Very good subject knowledge and research.	Very good delivery: pitch tone, clarity of voice; pace; engagement	High standard; few mistakes; good pronunciation; good variety of vocab; comprehensible
C	Sound subject knowledge and research.	Satisfactory delivery: pitch tone, clarity of voice; pace; engagement	Good standard; some mistakes which can impede; satisfactory pronunciation; basic use of vocab but messages are conveyed
D	Little subject knowledge and research.	Inconsistent delivery: pitch tone, clarity of voice; pace; engagement	Poor standard; many mistakes which often impede; poor pronunciation; very basic vocab with few messages conveyed
E	Virtually no subject knowledge nor research.	Unsatisfactory delivery: pitch tone, clarity of voice; pace; engagement	Virtually no English; mostly mistakes; very poor pronunciation; extremely limited vocab; incomprehensible

Assessment Criteria - Rubrics

	Content	Delivery	Language
A	Excellent	Excellent	Excellent
B	Very good	Very good	Very good
C	Sound	Sound	Sound
D	Poor	Poor	Poor
E	Unsatisfactory	Unsatisfactory	Unsatisfactory



Task Time

- ★ In pairs, or in small groups, create a student-friendly set of rubrics for a CLIL subject assessment [[see Day 4 of Google Classroom to view the Assessment Criteria Rubrics from the previous pages](#)]
- ★ You can choose the subject area, the topic, the task and the age/level of the students; You can even create a general task such as a poster presentation which could then be used in any subject area
- ★ Include at least 5 different grades [i.e. A-E] for your criteria
- ★ Share a neat copy of your rubrics with the class



Task Time

Contd....Examples of presentations

- ★ Poster [any topic]
- ★ IT-based [PowerPoint]
- ★ Role Play Dialogue
- ★ Description of a Photo
- ★ 'Show & Tell' [pet, hobby]
- ★ Book/Film Review
- ★ Grammar-based [past holiday/future plans]
- ★ Q&A / Interview
- ★ News Report



Marking & Feedback

Marking has two functions:

1. **Students act on feedback and make progress over time.**
2. **It informs future planning and teaching.**

It is a continual dialogue between the teacher and student.
The aim of effective marking is to get students to engage with the feedback and then take action in order to improve their own learning.

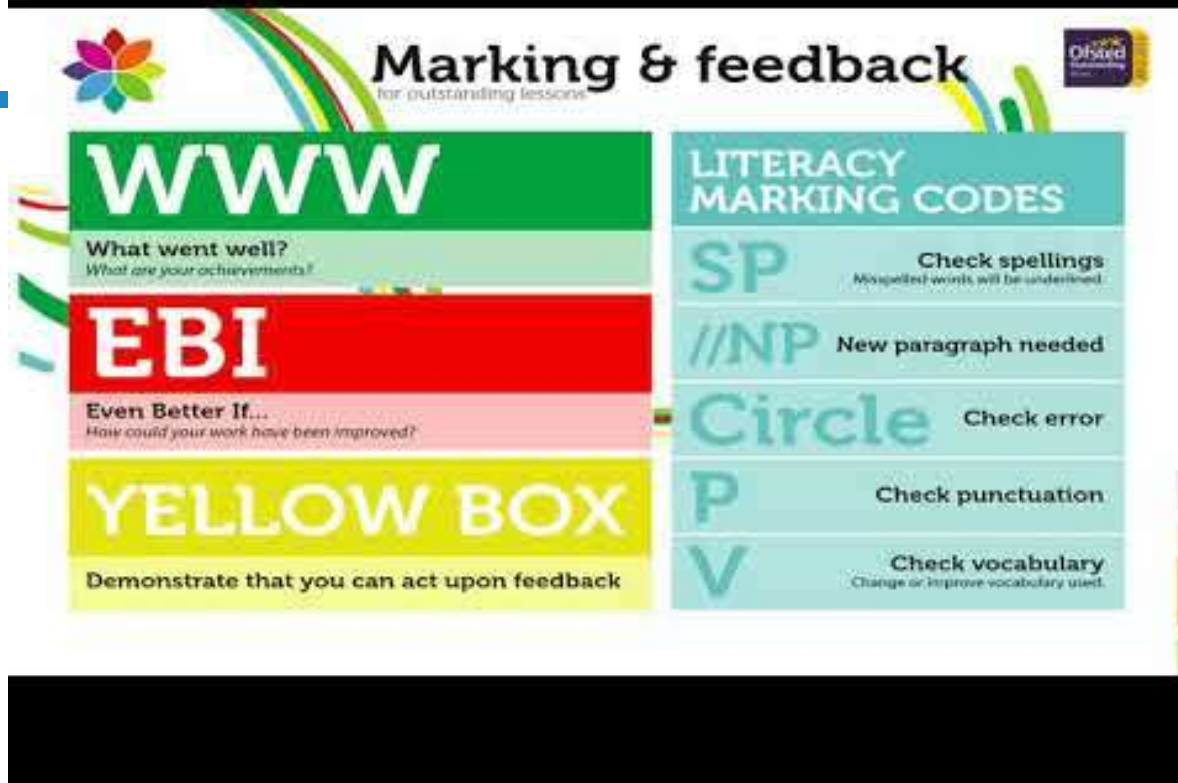
‘Should I be marking every piece of work?’

Absolutely not!

High quality, not loads and loads of ticks.

Fewer things, done really well.

Marking & Feedback - Video 1



The poster is titled "Marking & feedback for outstanding lessons" and features a rainbow graphic at the top. It is divided into two main columns. The left column contains four colored boxes: a green box for "WWW", a red box for "EBI", a pink box for "Even Better If...", and a yellow box for "YELLOW BOX". The right column is titled "LITERACY MARKING CODES" and lists five codes: "SP", "//NP", "Circle", "P", and "V". Each code has a corresponding description of what it checks for. The "WWW" box asks "What went well? What are your achievements?". The "EBI" box asks "Even Better If... How could your work have been improved?". The "YELLOW BOX" asks "Demonstrate that you can act upon feedback". The "LITERACY MARKING CODES" section includes a small "Oxford" logo in the top right corner.

Marking & feedback
for outstanding lessons

WWW
What went well?
What are your achievements?

EBI
Even Better If...
How could your work have been improved?

YELLOW BOX
Demonstrate that you can act upon feedback

LITERACY MARKING CODES

SP Check spellings
Misspelled words will be underlined.

//NP New paragraph needed

Circle Check error

P Check punctuation

V Check vocabulary
Change or improve vocabulary used.

Marking & Feedback - Video 2



North East
Learning Trust

How will my work be marked?



Marking & Feedback - Example

SPaG

- Check spelling incl. accents
- Check basic punctuation
- Check your presentation
- Check word order
- Check for 'agreement'



Opinions

- Talk about likes and dislikes
- Use a range of adjectives
- Justify your opinions with 'because'



Conjunctions

- Join sentences with simple conjunctions like 'and', 'or' and 'but'
- Join sentences with complex conjunctions like 'because', 'although' and 'whenever'



Time Phrases

- Talk about how often you do something or what time of the day, week or year you do something
- Add interesting time phrases



People

- Don't just talk about yourself, talk about other people and things
- Check for verb agreement



Tenses

- Use the present tense
- Use the past tense
- Use the future tense
- Use modal verbs
- Use conditionals
- Use the subjunctive



Questions

- Add at least 1 question to your written and spoken work
- Use the formal and informal
- Create more complex questions with different tenses



Important Extras

- Great effort
- Extra detail
- Range of interesting language
- Use of the Handbook, Dictionary or other sources
- Careful translations
- Excellent accuracy
- Creativity & originality
- Great pronunciation
- Great intonation





Task Time

- ★ In pairs, or in small groups, look at one or more types of marking in the Marking & Feedback table - you will be randomly assigned which ones you will look at [[see Day 4 of Google Classroom](#)]
- ★ Read your assigned types of marking together and discuss their merits and drawbacks
- ★ Share what you have read with other groups and discuss further

Day 5

Presenting, Summing Up & Moving Forward

- To plan, deliver and critique CLIL-based mini lessons delivered by peers, and to think about moving forward with an integrated CLIL-based curriculum.

Day 5

Presenting, Summing Up & Moving Forward

- To be able to plan, resource and deliver a CLIL style mini lesson based on the Offsite Training Day.
- To be able to critique one's colleagues through peer assessment of the mini lesson based on assessment criteria.
- To be able to evaluate the week's content and learning, summing up and thinking about next steps.

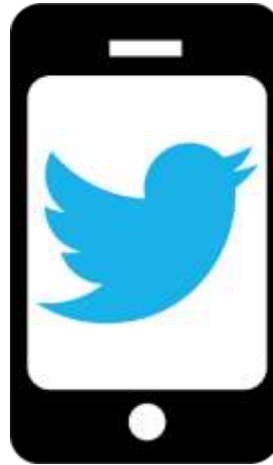
All Erasmus+ participants are required to promote and disseminate their project.
Please share your promotions with us:



support@alphaschoolmalta.com

@alphaschool

@alphaschoolmalta



use our hashtags
#alphaschoolmalta
#alphatrainingmalta



<https://www.facebook.com/alphaschoolofenglishmalta/>

<https://www.linkedin.com/company/alpha-school-of-english-malta/>

Malta

Offsite Training Day



You visited a venue on Day 3
and made notes on it.

Today you will spend time:

- 1.Planning a CLIL style mini lesson
- 2.Creating associated resources
- 3.Delivering the mini lesson
- 4.Self- and peer assessing the lessons



65 Sannat
66 Xaghra
67 Xewkija
68 Zebbug

	Content	Delivery	Language
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Day 5 Survey

Please complete Alpha School's
last day APP questionnaire

Your feedback as an APP Trainee
is extremely important to us and
we value your time and effort
completing the survey - Thank
you

<http://alphaschoolmalta.com/1496>



Feedback

Watch each CLIL mini lesson and award a grade for:



1. Content
2. Delivery
3. Language



In addition, comment with 2 stars and 1 wish. This is:

- Two positive comments about the presentation
- One comment for improvement

All feedback will be delivered verbally and each teacher will have a chance to reflect/comment on their own practice and the feedback they received.



Summing Up and Moving Forward

During the week we have covered:

1. **Introductions & Professional Practice**
2. **Teaching & Learning**
3. **Offsite Training Day**
4. **Assessment & Feedback**
5. **Presentations & Peer Feedback**



- ★ What have you learnt or been reminded about this week?
- ★ What will you take away with you from the course?
- ★ How do you feel about undertaking CLIL now?
- ★ What are your next steps with CLIL?
- ★ How will you share ideas with your colleagues?