

Didattica della lingua inglese 1

Lesson 6

Content and Language Integrated Learning
Reading in English

About lesson 6

- In today's lesson we are going to...
 - Look at CLIL - content and language integrated language
 - What it is
 - How it is used in primary schools
- We are also going to focus on reading activities
 - Look and say
 - Phonics

Before we start...

- **Reading – B1**

- I can understand the main points in short newspaper articles about current and familiar topics.
- I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text.
- I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.
- I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where).
- I can understand the most important information in short simple everyday information brochures.
- I can understand simple messages and standard letters (for example from businesses, clubs or authorities).
- In private letters I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.
- I can understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them.

Part 1

CLIL

Content and language integrated learning

CLIL – an overview

- Content and Language Integrated Learning is not a new concept but is becoming more important, especially at primary school level.
- CLIL = school subject + foreign language
 - The aims, procedures and outcomes of the course relate both to the subject and to the language.
- At primary school, CLIL can also include teaching content which children are learning/have learned in other areas of the curriculum
 - As a result, children learn the subjects in the foreign language in addition to the native language.
 - This extend children's learning and acquisition of language.

CLIL – an overview

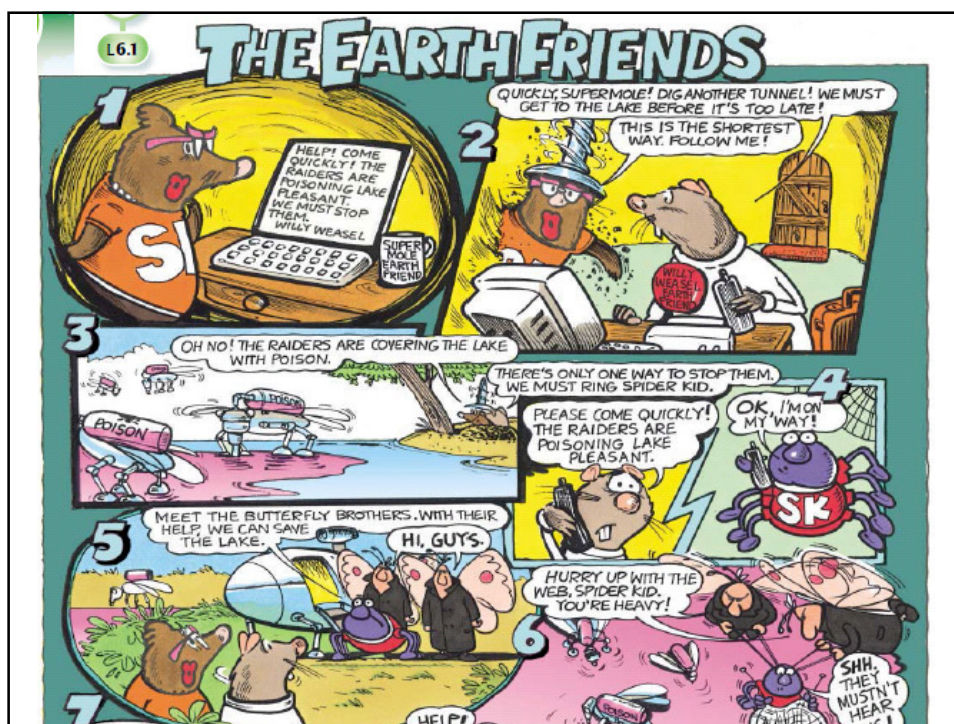
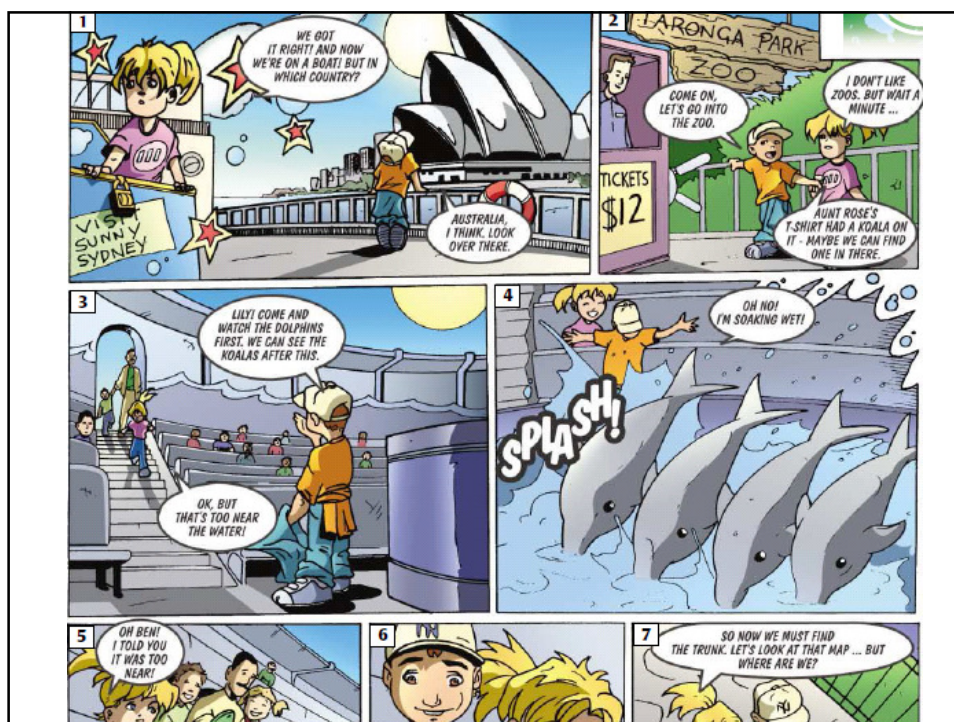
- During primary education, children are...
 - developing their knowledge and understanding of the world.
 - developing their ability to use language to investigate, analyse and describe the world.
- Language is used to learn about other subjects, and
- Other subjects develop language.
- But what about *foreign* languages?

Integrating content into primary foreign language learning

- There are 3 commonly used approaches for integrating content into foreign language programmes. These are based on:
 1. stories
 2. topics from other areas of the curriculum
 3. content from other areas of the curriculum that relate or fit into an existing language-based syllabus.

Stories

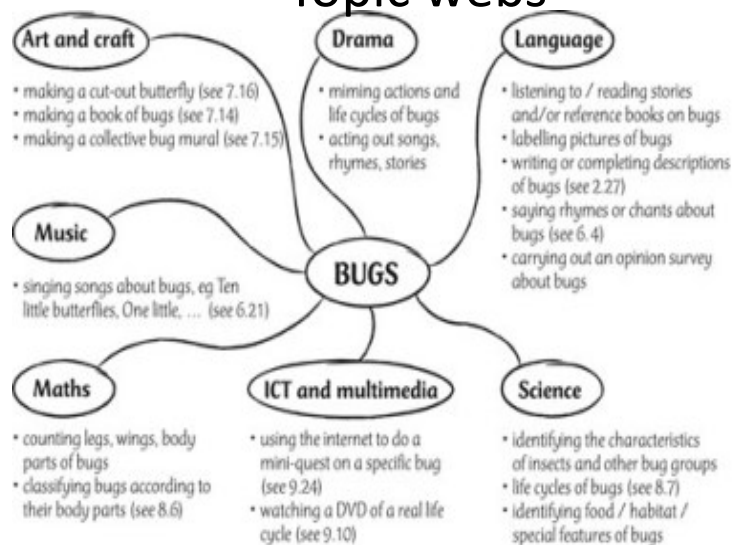
- Stories provide meaningful and relevant contexts for language
 - This is especially useful for **foreign** language learning
- Stories can be traditional or original
 - You can use traditional stories (e.g. Little Red Riding Hood, The Three Little Pigs) with younger children to help them learn the new language using something familiar
 - You can use original stories with all ages – even adults.



Topics from other curriculum areas

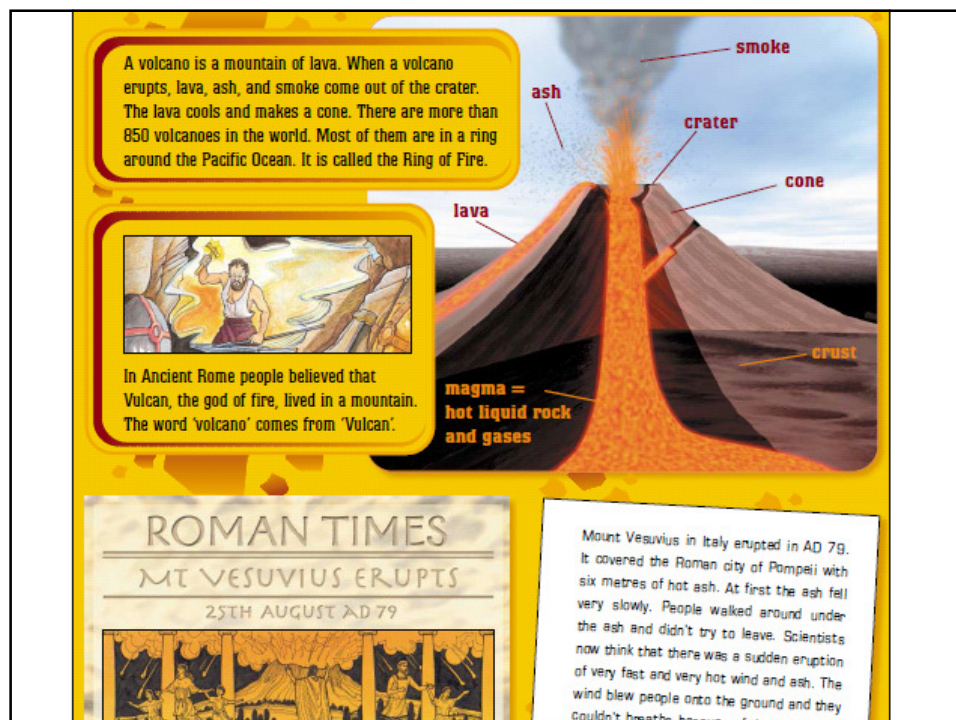
- Topics provide opportunities for meaningful learning
 - They appeal to different intelligences and learning styles.
- Topics should ...
 - motivate and interest children
 - provide a suitably challenging context for learning (c.f. ZPD)
 - relate to and build on children's experience and knowledge of the world
 - provide opportunities to develop concepts, language and thinking
 - lead to purposeful activities, including
 - Searching for facts
 - Investigating information sources
 - Creative and imaginative work.

Topic webs



From webs to lessons

- A web is useful for planning **content**, but you need **order**
- To link activities in a coherent learning sequence:
 - First analyse and plan each activity in terms of:
 - concepts
 - cognitive demands and thinking skills
 - language demands and skills
 - other learning skills and strategies
 - attitudes
 - Then order them in a logical way
 - Each activity should consolidate and build on what has come before
 - Each activity should prepare pupils for what is to follow.
 - The activities lead children progressively to new learning (c.f. ZPD)
 - The children should not notice where one activity ends and another begins



VOLCANOES

Read about

Did you know?
The loudest

A volcano on the island of Krakatoa, Indonesia, erupted and exploded in 1883. It destroyed the whole island. People heard it in Australia more than 5,000 kilometres away.



Did you know?
The biggest in the world

Muana Loa in the Pacific Ocean is the biggest volcano in the world. It is over 9,000 metres high – but 5,000 metres of it are under the sea.

Did you know?
The coldest craters

There are more than 200 volcanoes in Iceland, but they make a lot of hot water!





Make Your Own Volcano



You need:

- a paper plate
- bicarbonate of soda
- clay
- red food colouring
- a toilet paper tube – cut in half
- vinegar

- 1 Build a clay volcano on the paper plate.
- 2 Make a large hole in the volcano.
- 3 Put the toilet paper tube into the hole.
- 4 Fill the tube with bicarbonate of soda.
- 5 Put in some drops of red food colouring.
- 6 Add vinegar to the bicarbonate of soda.
- 7 Watch your volcano erupt!

HAPPY EARTH CLASS BOOK
© Oxford University Press www.oup.com/elt

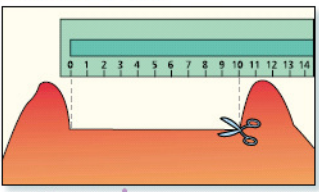
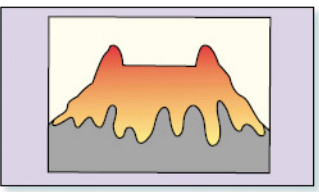
Unit 6 Stage 3

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Action File

My volcano poem

- 1 You need:
 -  two sheets of card
 -  a pencil
 -  wax crayons
 -  a ruler
 -  scissors
 -  thinking time
- 2 On one sheet of card draw a volcano. Colour it.
- 3 Cut across the top of the crater. Measure the cut.
- 4 On the other sheet measure and draw a column and cloud of lava. Cut it out. Colour the column red.
- 5 Scratch a volcano poem on the column with your scissors.


Investigative learning cycle



Topics, stories and learning

- Many children's course books are based on either topics or stories or a combination of both.
 - You can supplement or extend course-book topics/stories with content-based learning sequences (=partial CLIL)
- You can build an entire syllabus and learning programme from initial curriculum-linked webs based on topics/ stories (=full CLIL)
 - NEVER under-estimate how much planning time, effort and additional resources you will need for full CLIL
 - next lesson...

Content that relates to the FL syllabus

- Sometimes the language syllabus is not based on either topics or stories
 - This is an old-fashioned approach, but still common
- In these cases, CLIL provides an opportunity to:
 - practise language in a meaningful context
 - enrich and extend learning
 - develop cross-curricular topics
 - increase children's motivation
- We can call this “pre-CLIL” CLIL
 - It's the kind of integration of authentic materials with textbooks that teachers have been doing for centuries

Content that relates to the FL syllabus

- The benefits of “occasional CLIL” include
 - Lessons can be made more interesting, varied and enjoyable.
 - Children generally find it extremely motivating to investigate, discover and learn things about the world through English.
 - Language is used with a real communicative purpose
 - The focus on real-world language and meaning makes it more relevant and make it memorable.
 - Children can use different intelligences and learning styles
 - It reinforces learning other areas of the curriculum
 - It encourages children to work independently

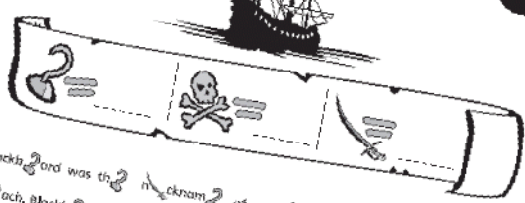
Benefits of content-based learning

- CLIL develops the following abilities:
 - Estimate and measure
 - Hypothesize
 - Experiment
 - Rescribe and report processes
 - Match and classify
 - Compare and contrast
 - Recognise and arrange sequences
 - Use graphs and charts

HISTORY
Pirates II.

1 Break the code. Write.

one stop clll

Blackb^{ard} was th^e nicknam^e of an Engl^{ish} rat^e. Edward
ach. Blackb^{ard} probab^{ly} began as a sh^{ip} on a batt^{le}.
th^e War of th^e S^{panish} Succ^{ession} (1701-1714), H^e was a v^{ery} good
sh^{ip} and a natur^{al} leader. In 1713 H^e becam^e a rat^e.
H^e was on^e of th^e most fear^{ful} and brav^e rat^e of all tim^e.
H^e was call^{ed} Blackb^{ard} becaus^e H^e had a long, black beard. H^e was a
th^e man and carri^{ed} two swords and many kniv^es and flab.
Blackb^{ard} attack^{ed} sh^{ips} in th^e Carib^bean Sea from 1716 to 1718.
In 1718 H^e had four rat^e sh^{ips} and over 300 rat^e. On
22nd Novemb^{er} 1718 som^e Royal Navy sh^{ips} sur^{pr}is^ed Blackb^{ard}
and his men. They had a short but v^{ery} bloody batt^{le}. Th^e rat^e Blackb^{ard}
40 sh^{ips}.

Geography - The weather **one stop clll**

1 Match the weather symbols to the words.

2

1  2  3  4  5  6  7  8 

raining hot
snowing cold
sunny stormy
windy cloudy

2 Read and draw the symbols on the map.



It's cloudy and it's raining in Manchester.
It's hot and sunny in London.
It's stormy and cold in Exeter.
It's cloudy and windy in Cardiff.
It's snowing in Edinburgh and it's very cold.
It's raining in Newcastle and it's very windy.

- As a teacher, when you use extra materials
 - Note what things worked well
 - Note which things need better planning for next time
 - Note what difficulties the children had
 - Note any language difficulties YOU had!
- Also think about
 - The links they have to the primary school curriculum in general
 - The cognitive / language demands made on the children
 - And on YOU!
 - How interesting they were for the children
 - How successful the learning sequence was
 - What aims and outcomes were achieved
 - How classroom communication changed when using English