ECLIL4YOU: TEACHING AND LEARNING STRATEGIES

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In the global economy today, workforce skills include being able to work effectively with people from other cultures, solve problems creatively, write and speak, think in a multidisciplinary way and evaluate information critically.

One of the most important aims of our project is to develop in our students key competences for lifelong learning such as:

• **communication in the mother tongue** which is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts;

• **communication in foreign languages** which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing;

• **learning to learn** which is related to the ability to pursue and organize one's own learning, either individually or in groups in accordance with one's own needs, and awareness of methods and opportunities;

• **social and civic competences**. Social competence refers to personal, interpersonal and intercultural competence and all forms of behavior that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights) equips individuals to engage in active and democratic participation;

• **sense of initiative and entrepreneurship** which is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of their work and is able to seize opportunities which arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance;

• **cultural awareness and expression** which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature, and the visual arts).
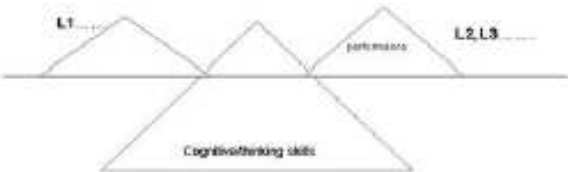
These key competences are all interdependent, and the emphasis in each case is on critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings.

They also require an appropriate pedagogy:

a) **Active Learning** implies placing the students at the center of the learning process and includes all what they can do in a classroom other than merely passively listening to an instructor's lecture. This includes everything from active listening practices to discovery learning activities, problem solving, application of acquired knowledge to new situations, creativity and critical thinking.

b) **Cooperative learning** offers a range of active learning activities which students do as groups of three or more, rather than alone or in pairs; cooperative learning techniques employ more formally structured group of students to which complex tasks, such as multiple-step exercise, research project, or presentations are assigned. It requires pupils to work together in small groups to support each other to improve their own learning and those of others.

c) **Autonomous learning** requires learners to be able to become less dependent on the teacher and take charge of their own learning, have insights into their learning styles and strategies, be willing to take risks.

THEORY BEHIND CLIL THAT SUPPORT EFFECTIVE STRATEGIES

Krashen	CLIL
☐ **Comprehensible input**	■ Analysing language demands of the content/language skills of the learner/adapt materials
☐ **challenging:** slightly higher level than the competences already acquired (Vygotsky)	■ Selecting interesting, meaningful and challenging activities
☐ **relevant and motivating**	■ Contextualising/choosing relevant content
☐ **not based on a grammatical progression but contextualised**	■ Content driven syllabus/integration of language and content
☐ **high exposure**	■ Providing higher amount of exposure

CUMMINS	CLIL
Common Underlying Proficiency Model (Iceberg theory) highlights the connection between language competence and cognitive skills. L1 ... L2, L3 ... performance Cognitive/thinking skills ■ Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). ■ language of learning (exposure is not enough). ■ scaffolding to help students succeed in the language of learning.	■ <u>Languages and subjects come from common cognitive processes…</u> ■ CLIL creates learning contexts to foster language learning and develop high thinking skills (Coyle, 1999) ■ CLIL= integration of strategies between subjects ■ Academic language = language of the subject with its methodology ■ linguistically and accessible tasks whilst being cognitively demanding. ■ Scaffolding = visuals and language support

CONSTRUCTIVISM	CLIL
☐ more active participation of pupils ☐ learning-centred view of learning ☐ takes account of different learning styles and multiple intelligences ☐ leads to growing independence in pupils through the use of individual, group or pair work. (Williams and Burden, 1997)	■ Discovery-enquiry learning ■ Learning process more important than final product ■ Giving choices/differentiation ■ Cooperative learning – peer teaching – creating games/activities for peers

SOME EFFECTIVE STRATEGIES USED IN THE PROJECT

K-W-L

The teacher distributes the "Know-Want-Learned" sheet to students individually at the start of each unit. Students complete the first two categories at this point. The "learned" category is completed at the end of the learning process.

K	W	L

Mind map

It's an excellent task for students before they read or discuss a new topic. It allows them to organize their thoughts and categorize information. Students (with or without the teacher's assistance) may list items first and web later or they may web as they list, creating new strands as categories occur to them. The web is then used by the students as they write on the topic using the categories to organize their thoughts into paragraph form.

Graffiti

The teacher uses a piece of flip chart paper and writes the topic of the project at the top of it (*What does the word "water" make you think of?).* Children use coloured pens to write words or draw pictures (graffiti) all over the paper in a random style illustrating what they think (*It makes me think of……).*

Roundtable

Students sit in teams of 3 or more, with one piece of paper and one pencil. The teacher asks a question which has multiple answers. Students take turns writing one answer on the paper, then passing the paper and pencil clockwise to the next person. When time is called, teams with the most correct answers are recognized. Teams reflect on their strategies and consider ways they could improve. Simultaneous form: Each student starts a piece of paper, writes one answer, and passes it, so several papers are moving at once.

Numbered Heads Together

Numbered Heads Together is a cooperative learning strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared.

Think, Pair, Share

The think, pair, share strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps:

1.Think: Students think independently about the question that has been posed, forming ideas of their own.

2. **Pair**: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.

3. **Share**: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

Pairs Check

This is a way to structure pair work on mastery-oriented worksheets. Students work in teams of four with two sets of partners. The worksheet is set up with problems presented in pairs. The first person in each partnership does the first problem with the pair partner serving as coach, and offering exaggerated praise. After the first problem is done, partners change roles. After each pair of problems, teams of four check each others' work and, if they agree, give a team cheer or handshake.

Send a Problem

Each student on a team writes a review problem on a flash card. Teams reach consensus on answers and write them on the backs of the cards. Each group's stack of questions passes to another group, which attempts to answer them and checks to see if they agree with the sending group. If not, they write their answer as an alternative. Stacks of cards can be sent to a third and fourth group. Stacks of cards are finally returned to the senders, who may discuss the alternative answers.
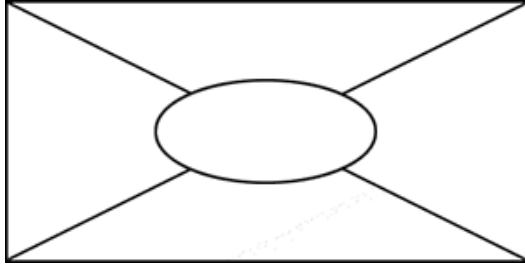
Round Robin

Students give their opinions verbally around the circle or group. All members contribute equally.

Show Me

When a question is asked, everyone writes down their answer on a small whiteboard (provided for each student) – at this stage they can ask group members for help. At the given signal – only one member of each group (appointed by the teacher) shows it to the teacher.

Placemat

1. Form participants into groups of four.
2. Allocate one piece of A3 paper to each group.
3. Ask each group to draw the diagram on the paper.

4. The outer spaces are for each participant to write their thoughts about the topic.
5. Conduct a Round Robin so that each participant can share their views.
6. The circle in the middle of the paper is to note down (by the nominated scribe) the common points made by each participant.
7. Each group then reports the common points to the whole group.

Inside/Outside Circle

Students form two concentric circles. Both circles have the same number of students so that each student is facing another student. Teacher announces a topic or question, and students discuss with that partner. Then both circles rotate so that students are paired with a new partner for the next question or topic.
  1) Students form circles.
  2) Student shares with partner.
  3) Reverse roles.
  4) Students rotate.

Circle of artists

Ss work in groups of four. There are two ways you can use this technique:

1. Each student is given a sheet of paper. They start to draw something according to the topic given by the teacher (a sequence of a story, a line of a poem, a flag, an animal, etc.). When the teacher rings a bell, all the students in each group have to pass their sheet of paper to their left shoulder partner who has to continue the drawing and so on.

2. Each group has one sheet of paper. The group decides who is the first to start drawing the topic given by the teacher; when the teacher rings the bell, the first student passes the sheet of paper to the partner on the left who has to continue the drawing and so on.

Jigsaw

This activity is characterized by participants within a cooperative group each becoming expert on different aspects of one topic of study.

Before presenting and teaching to the cooperative group, students form *Expert Groups*, comprised of individuals from different cooperative groups who have the same assigned topic:

1. Together, expert partners study their topic and plan effective ways to teach important information when they return to their cooperative groups.
2. One way of teaching is for the expert group to display their information on paper.
3. Participants return to their cooperative groups and then take their cooperative group on a Gallery Tour (walk around the room) to each display.
4. Or participants can return to their cooperative groups and teach all members of their group as they are now the experts.
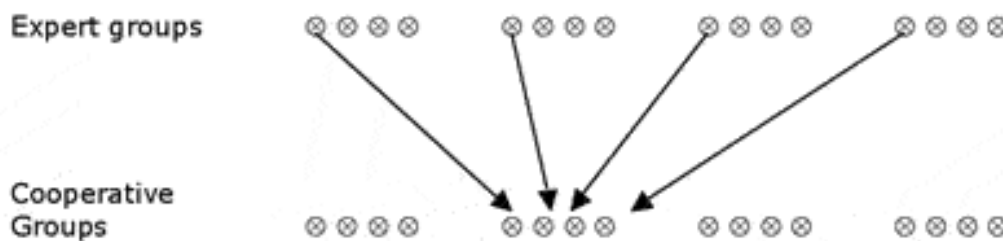
Scaffolding

It supports the learners in various ways (**graphic organizers**- **language frames, visual**, drama, songs, simplifying the language, word guessing games, presentations, …) and enables them to do what they cannot yet do without support. When learners achieve independence, the scaffolding is removed, and a higher goal is set.

When I eat	an apple a carrot some peas some grapes some peanuts a lettuce a plum a potato a cabbage	I'm eating	the leaves . the fruit. the root. the seeds.

Reading strategies: Skimming and Scanning

- Put the SS in groups of 3/4. Give a copy of the text to each student. Tell them to skim the text for general meaning.
- One person at a time from each group must walk out to the teacher, read the slips of paper you show, hold the information in their head, go back and tell the group what they read.
- The group scans the text until they find the word and underlines/colours and numbers it.
- New messengers go to the teacher. Encourage groups to work quickly.
- Read the word on each slip and choose a student to say the rest of the sentence
- Take the texts away and ask the groups to write down everything they can remember.

Listening with key-words

- Select a text
- Write a list of several key words or phrases from the text and make enough copies for pairs or small group of students
- Give each pair/group a set of key words. Give time to read and help each other understand them.
- Tell the students to divide the slips between them.
- While you read the text, they must place the key words in the order in which they hear them.
- Read the text again
- Let them send a spy to the other groups to compare their order/check as a whole class
- Groups take turns to retell the text by using the key-words to make sentences
- Each group glues the key words on paper trying to write the missing verbs/words to make short sentences

Anticipating reading guides – making hypothesis

Before reading a text or starting a topic ask the students to make hypothesis about the content by using different strategies: True/False/I don't know grids; I think….; complete half sentences; guess the topic from a picture or from the words on the board, etc.
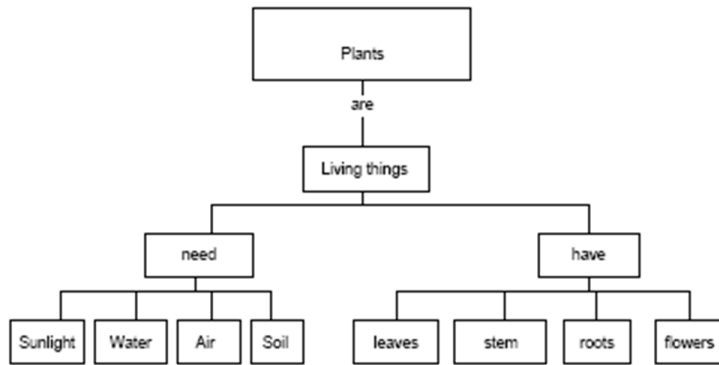
TUNING IN........

*Work with a partner, sort these statements in **True and False** (glue them on your copy book) .*
Compare and discuss your predictions with the class.

Liver is rich in minerals and vitamins	We should never eat fat	Drinking fizzy drinks is good for a healthy diet	We need proteins to help us grow
Drinking lots of water is good for your body	We should eat some fruit and vegetables every day	Too much fatty food is bad for our health	In a balanced diet we have to include sweets and fats with moderation
We need carbohydrates to give us energy	A balanced diet includes a variety of foods	We should always put lots of salt on our food	Milk and dairy products help to build strong bones and teeth
Coeliac people can't eat rice.	Sweets and fats give you a lot of energy	Our body don't need physical activity every day	Vitamins help to digest food

At the end of project, check your predictions.
Use the blank cards below to write other True and False statements.
Ask a partner to sort them in True or False.

Graphic organizers

Graphic organizers encourage and develop key thinking skills, such as comparing and contrasting, sequencing, recognizing part/whole relationships, matching cause and effect and classifying. They involve learners in active thinking about information to support clearer understanding of content lessons. There are many types of graphic organizer, such as glyphs, Venn and Carroll diagrams**,** tables and grids, a variety of graphs, flow charts and mind or concept maps.

```
                    ┌─────────────────┐
                    │     Plants      │
                    └─────────────────┘
                           are
                    ┌─────────────────┐
                    │  Living things  │
                    └─────────────────┘
              ┌───────────┴───────────┐
          ┌───────┐               ┌───────┐
          │ need  │               │ have  │
          └───────┘               └───────┘
      ┌──┬──┴──┬──┐           ┌────┬───┴──┬─────┐
  ┌────────┬──────┬─────┬──────┐  ┌────────┬──────┬───────┬─────────┐
  │Sunlight│Water │ Air │ Soil │  │ leaves │ stem │ roots │ flowers │
  └────────┴──────┴─────┴──────┘  └────────┴──────┴───────┴─────────┘
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Read the key and look carefully at the animals below. Write the name of one of the animals into each space in the key.

```
                        ┌──────────────┐
                        │    Is it a   │
                        │  herbivore?  │
                        └──────────────┘
                 Yes    ╱              ╲    No
              ┌──────────────┐    ┌──────────────┐
              │   Does it    │    │   Is it a    │
              │ have a shell?│    │   mammal?    │
              └──────────────┘    └──────────────┘
          Yes ╱        ╲ No    Yes ╱        ╲ No
      ┌──────────┐      │   ┌──────────┐  ┌──────────┐
      │          │      │   │          │  │          │
      └──────────┘      │   └──────────┘  └──────────┘
                  ┌──────────────┐
                  │   Does it    │
                  │  have legs?  │
                  └──────────────┘
             Yes ╱              ╲ No
       ┌──────────────────┐  ┌──────────┐
       │ Does it have more│  │          │
       │  than four legs? │  │          │
       └──────────────────┘  └──────────┘
      Yes ╱            ╲ No
   ┌──────────┐    ┌──────────┐
   │          │    │          │
   └──────────┘    └──────────┘
```

Tawny owl	Earthworm	Caterpillar
Squirrel	Snail	Fox