

11 CLIL lesson planning

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Introduction

Since the present days are highly dynamic and rapidly changing, as well teaching and learning of foreign languages would necessary adapt to these changes. Output to language teaching should be a preparation for life in the new Europe without borders. The aim of education should not only broaden a cultural horizon of a man, but also provide an opportunity to acquire knowledge and skills required by an international labour market. The basic communication competences include the ability to use and communicate at least in one of internationally used languages; therefore, teaching of at least one foreign language should become a common and essential part of basic education. The condition for achieving this ability within the education is the need for the introduction of integrated approaches in the process of language learning/teaching. CLIL method is a suitable method because the content of non-language subject is presented by the target foreign language.

The core of the CLIL method

It is becoming increasingly difficult to ignore the fact that content and language integrated learning has become the trendy approach of bilingual education. In recent years, CLIL is gaining more importance across Europe and Slovakia as well in terms of number of schools implementing and in numbers of related studies done in this field (Bozdoğan & Kasap, 2015; Pokrivčáková, 2013). CLIL as well as any other approach is specific for the educational and specific methodological principles. It is a tool in promoting learner understanding of a foreign language. It is one of the crucial added-value propositions of bilingual education: rather than a simplistic approach to teaching in a foreign language, there is an emphasis on the integration of subject and language learning. According to Mehisto, Marsh and Frigols (2008, p.29) five important core features can be listed as follows:

- multiple focus,
- safe and enriching learning environment,
- authenticity,
- active learning,
- scaffolding.

By drawing on the concept of multiple focuses, Mehisto Marsh and Frigols (2008) have been able to show that emphasis is put on integration of different subjects and planning learning through cross-curricular themes and projects. Above all the importance of focusing attention to knowledge of the subject matter in language classes and to a language in subject matter classes has to be considered. Here, the teacher should be an encouraging element or a learner and provide support in reflection on one's progress in learning.

If learners are expected to succeed they need to be confident in language use as well as in subject knowledge. Confidence is seen possible only in a safe and enriching environment. In general, communication in a target language and repetitive activities and tasks help to reach the goal of confidence. As an example for a meaningful communication there should be good quality input evenly distributed from the beginning to the end of a class. Wolff (2007) agrees with active collaborative work of learners; moreover promotes an appropriate learning environment.

Learner-centred approach, as CLIL is regarded to be, belongs to the active learning methods because teachers act as facilitators and all the work involvement and thinking is put on learners. Work in pairs and groups lowers learners' distress of failure and on the other hand develops the motivation and the co-operative work helps to achieve language, content and learning outcomes.

Active learning efficiency was proved in many researches among which we can mention that of Rotgans and Schmidt (2011), who investigated how situational interest developed over time and how it was related to academic achievement in an active-learning classroom.

Studying in a foreign language is a demanding task even more challenging though is creative and critical thinking. CLIL methodology enhances systematic building on a learners' previous knowledge that is possible when scaffolding is applied. A term scaffolding was originally used to refer to teacher talk that supports pupils in carrying out activities and helps them to solve problems. Examples include simplifying tasks by breaking them down into smaller steps, keeping pupils focused on completing the task by reminding them of what the goal is, showing other ways of doing tasks. Scaffolding also includes support strategies for writing. Examples are the use of substitution tables and writing frames. Scaffolding is temporary support which is gradually taken away so that learners can eventually work without it. It provides the support learners need "to take another step forward and not just coast in comfort" (Mehisto, Marsh & Frigols, 2008, p.29).



Think!

1. What is the balance of the teaching focus between content and language?
2. Are CLIL programmes common in other countries, and do all countries adopt a similar approach to implementation?
3. Why to use CLIL? Give some pluses and minuses

CLIL planning

When teachers face each new lesson there is a feeling of uncertainty with regard to what they have to do. This usually means that teachers need to plan what they want to do in their classrooms. A unit plan is a series of related lessons around a specific theme (Farrell, 2002). Planning lessons is the result of a complex planning process that includes the yearly, term, and unit plans. A daily lesson plan is a written description of how students will move toward attaining specific objectives. It describes the teaching behaviour that will result in student learning. Richards (1998) as cited by Farrell (2002, p. 31) says that "lesson plans are systematic records of a teacher's thoughts about what will be covered during a lesson". Further he adds "lesson plans help the teacher think about the lesson in advance to resolve problems and difficulties, to provide a structure for a lesson, to provide a map for the teacher to follow, and to provide a record of what has been taught. As can be understood he underlines the significance of lesson planning for language teachers. In this sense, lesson planning could be defined as the daily decisions a teacher makes for the successful outcome of a lesson.

The lesson planning process is of vital importance for the successful development of the class (Salaberri & Sánchez, 2012). Not many teachers enter a classroom without some kind of plan. Lesson plans are systematic records of a teacher's thoughts about what will be covered during a lesson.

To be prepared to implement CLIL into the teaching, the theoretical background has to be transformed into practice. It includes not only partial planning of the lessons but rather a long chain of steps for this approach to be efficient. Above all it requires effective planning and usage of alternative ways, patience, professional support and a great amount of time. All lesson plans must have measurable objectives. CLIL has profound methodological implications in terms of planning, teaching strategies and particularly on the teacher's role. Indeed these factors may decide upon the successful or unsuccessful final result of a CLIL lesson. CLIL lesson requires a precise and extensive preparation. First, the teacher has to decide in great detail which content is going to be taught and also has to define the English parts of the lessons.

Coyle, Hood and Marsh (2014, p.49-70) divide a process-oriented method required for effective CLIL planning into six stages:

1. Concept of CLIL

When the idea of CLIL implementation to a school occurs it is necessary to set up a team of language teachers, subject teachers and school management to conduct ideas and visions and jointly agree on overall goals. By drawing on the concept of planning, Coyle shows that priority is to reach goals through discussion and brainstorming; these goals might “increase learner engagement” (Coyle, Hood & Marsh 2014, p.50) or “develop confident learners who use the CLIL language spontaneously in a range of settings” (ibid).

2. CLIL in context

Once the vision has been completed focus should switch to practice implication. The author recommends consideration of special needs a particular school has, either it is a location of school, its specialization regional and national policies, and type of school. Above-mentioned issues play an important role in determining the type of CLIL appropriate for different context.

3. Planning a unit

This stage describes the 4C's conception for planning a lesson, which should be a core of every CLIL lesson. 4 C's stands for: Content, Communication, Cognition, and Culture.

2. Preparing a unit

Once the teaching objectives and outcomes have been decided upon all the experience acquired in traditional teaching has to be combined with the methodology of CLIL approach in order to achieve these aims.

3. Evaluation and monitoring

The importance of this stage lies in understanding the process of teaching in the classroom and the ability of the teacher to use observed acumens for future lesson planning (ibid 2014).

4. CLIL community

Communicate ideas and experience provides support while dealing with new challenges and difficulties.

Planning a CLIL lesson might be a challenge for a teacher in early stages and so it is recommended to prepare for a lesson intensively and not to overload one in order to achieve perfection. “As confidence grows and as issues from specific contexts are addressed, then those involved become better prepared to explore tensions between visions or ideals and the realities of classroom contexts” (Coyle, Hood & Marsh, 2014, p. 48).

CLIL planning requires a change of the traditional concepts of the lesson planning. The urgent problems in Slovakia seem to be:

- The majority of teachers working on CLIL programmes are not adequately trained.
- Most current CLIL programmes are experimental.
- Subject teachers may be unwilling to take on the responsibility.
- CLIL is based on language acquisition, but in monolingual situations.
- There is little evidence to suggest that understanding of content is not reduced by lack of language competence.
- Some aspects of CLIL are artificial.

CLIL teachers dealing with lesson planning need to accept that planning for primary education learners is different from planning for secondary school learners. Even stronger emphasis is put on communication, active listening, fluency is preferred over accuracy with exception of pronunciation, activities are equally allotted for all learning styles and teacher implemented physical activities such as TPR method (Pokrivčáková, 2008). Planned work is always much more effective than unplanned work; therefore one of the most important things you need to do while planning is to identify your aims and objectives. You need to know what it is you expect your student achieve, what it is he/she will know or will be able to do at the end of the lesson (e.g. see more [Brewster](#), online).

CLIL practice is much more effective when coordination between the language teacher and the subject teacher takes place so a lesson plan would work much better if this coordination took place and an English language teacher could present the basic vocabulary and required language structures. In case coordination between the subject teacher and the English language teacher is not possible, some necessary language support for the students – (scaffolding) and for the subject teachers might be needed.

To design a lesson plan reflecting fundamental essence of CLIL it is advised to follow the steps proposed by experts in this field. CLIL stands on two basic pillars and that of content and a language. The prime rule is that content, a topic, and a theme lead the way, as suggested by positioning the word content before the subject. The language takes a crucial role in this approach; however it only functions as a medium or tool by which the content is presented (Mehisto, Marsh & Frigols, 2008).

Teaching objectives and learning outcomes

First of all, teaching aims or objectives and learning outcomes for both language and content should be considered. By teaching objectives we encounter information and knowledge teachers intend to teach. Objectives are described as brief, clear statements that describe the desired learning outcomes of instruction; i.e., the specific skills, values, and attitudes students should exhibit that reflect the broader goals. Learning outcomes, on the other hand identify what the learner will know and be able to do by the end of a lesson. Bentley (2009) proposes learning outcomes, should be measurable and achievable at the same time, to help the teachers as well as learners to have a clear idea of what goals are to be achieved.

Coyle (2005, p. 4) claims that it is crucial to reflect in CLIL lesson that the content of the topic guides the language. Moreover, two important factors should be remembered as follows: teaching objectives and learning outcomes. Broadly speaking, all educational purposes can be defined in one of two ways - What it is intended that the teacher will do – a teaching objective and What it is intended that the student will have learnt, or will be able to do, as a result of a learning experience - learning outcome.

Model activity 1

Subject: Weather

Unit: Changes in the Weather

Teaching Objectives:

- ✓ to understand what a cloud is
- ✓ how it is formed
- ✓ to define the various types of clouds – esp. Stratus, Cumulus, Cumulonimbus, and Stratus clouds.

Learning outcomes:

At the end of a lesson a learner will be able

- ✓ to describe what clouds are made of
- ✓ design and draw clouds' poster

(adapted from Sneed, 2015)



Picture 1 Posters of Clouds (real outcomes)

The 4Cs Framework

A CLIL lesson is therefore not a language lesson neither is it a subject lesson transmitted in a foreign language (Straková, 2013). The 4Cs framework developed by Coyle is the key principle for lesson planning as well as material planning. The model consists of four main components and its integrative nature “offers a sound theoretical and methodological foundation for planning CLIL lesson” (Ramiro & Perez, 2010, p. 3). For a lesson to be successful all four components should be combined. According to Coyle (2005, p. 5) 4Cs represents

Content – subject with its themes and topics and “acquisition of knowledge, skills and understanding” (Coyle, 2005, p. 5). Gondová (2013) claims that content should be interlinked with everyday life. Students consequently should learn facts not through the theoretical information but rather from practise reinforced by theory. She further recommends K-W-H-L question method: What do you *know* about it? What do you *want* to learn?; *How* do you want to learn it?; What have you *learnt*?

Communication- learning of a language is supported by communication but emphasis is put on language as a tool for communication Accuracy does not interfere with fluency, although present (Coyle, 2005). Whilst rich input is a vital quality a CLIL lesson is manifested when the student is in the centre of the learning process. Lock-step mode should be reduced to minimum and student- student, student- group, group- group communication put forward. To be a witness of such communication teacher has to offer appropriate scaffolding in the form of academic vocabulary, language structures and activities practicing interaction.

Cognition- in CLIL cognition does not mean simple transfer of information from a teacher to a learner or memorizing offered knowledge. It rather involves higher order thinking skills, and encourages learners to develop personal ways of understanding (Coyle, 2005).

Culture- or awareness of cultural aspects obliges learners to broaden their knowledge about other unknown cultures. To do so, Gondová (2013) recommends work with authentic materials. From a language point of view she adds that cultural differences help students to choose appropriate language in culture related situations.

In a CLIL lesson, all four language skills should be combined, i.e. receptive ones: listening is a normal input activity, vital for language learning; reading, using meaningful material, is the major source of input; as well as productive ones: speaking focuses on fluency and accuracy is seen as subordinate and writing is a series of lexical activities through which grammar is recycled. CLIL lessons demonstrate integration of a language and both receptive and productive skills; emphasis on reading and listening; functionality of a language, meaningful contexts; language is approached lexically rather than grammatically and crucial focus on learners styles within planning tasks types.

Model activity 2: Continents and oceans

Teaching objectives

- ✓ To identify continents and oceans.
- ✓ To find information of features of continents and oceans.
- ✓ To locate every continent and ocean in a map.
- ✓ To understand different classification of continents

Learning outcomes

students will be able to:

- ✓ Identify continents and oceans (understand)
- ✓ Locate continents and oceans in a map (understand)
- ✓ Do a graph of continent sizes (apply)
- ✓ Use comparatives and questions sentences (apply)
- ✓ Do a conclusion about how many continents are (evaluate)

4Cs reflection

Content

- ✓ Continents and oceans.

Cognition:

- ✓ Identify continents and oceans.
- ✓ Locate continents and oceans in a map.
- ✓ Classify continents into sizes.
- ✓ Draw a graph for continents sizes.
- ✓ Complete a definition of continents.
- ✓ Read a text and answer the questions.
- ✓ Evaluate different opinions of how many continents there are.
- ✓ Write a report about continents and oceans.

Communication

Language of learning

- ✓ Present tenses (affirmative and question sentences)
- ✓ Past tense
- ✓ Comparatives and superlatives.
- ✓ Where, when, why, what, which, how?
- ✓ Preposition
- ✓ Essential vocabulary

Language for learning:

- ✓ Strategies for reading and understanding a text.
- ✓ Strategies to improve classroom talk. Describing locations.

Language through learning:

- ✓ Vocabulary Books Internet Web.

Culture

- ✓ To understand that there are different explanation of how many continents there are.

The CLIL pyramid

Meyer (2010) developed [the CLIL pyramid](#) for visual support and representation of the 4Cs framework for lesson and material planning. The four components, content, communication, cognition and culture are the core elements positioned in four corners of the pyramid base. By drawing a line from each corner we would form a fifth point above the base and complete the CLIL pyramid. That of Meyer (2010) is divided into four layers, which represent the process of lesson and material planning.

The base and at the same time first level is topic or content selection. The prime idea is to focus on a particular subject needs, aims and outcomes. Second level includes “study skills” and “input-scaffolding”. Firstly learning styles and learning skill have to be carefully considered and evenly distributed throughout the unit or lesson. Drawing on “input scaffolding” we encounter various tables, charts or maps. Depending on our intention to develop content it is important to decide what kind and how much of input has to be offered to students. Task design at the third level has to fulfil two criteria: develop higher order thinking skills and trigger communication and cooperation among students. The top of the pyramid is left for final product- poster, presentation or debate. The CLIL workout also “determines how much and what kind of output-scaffolding is necessary” (Meyer, 2010, p.24).

Practical reflections in lesson planning

CLIL is a learner centred approach what changes the role of a teacher from that of a controller of the learning process to that of a facilitator. It puts demands on teacher to monitor “the development of a unit and evaluating the processes and outcomes” that are “integral to the teaching and learning process” (Coyle, Hood & Marsh, 2010, p.67). Coyle further claims that it “focuses on understanding classroom processes as they evolve to gain insights which inform future planning (ibid, 2010, p. 67).

In Slovakia, however, Internet seems to be one of the leading inspirations for teachers due to fact that no ready CLIL portfolios of lesson plans have been issued. If this is the case it takes a lot of time to produce expectable lesson plans for each lesson that have to fulfil certain criteria. Mehisto (2012) provides such criteria sectioned into 10 fundamental focus areas.

Make progress visible. Progress can be achieved in cautious planning. In general, language, content and learning skills have to be broken down into smaller unit and “long term and short term planned outcomes” (Mehisto, 2012). The students as the key element must be introduced to the set goals. It is believed that students need first know and understand the goal in order to achieve it. Above all only stimulating, inspiring and thought-provoking tasks lead the way to an achievable learning outcome.

Promoting academic language proficiency. No one can expect learners to acquire whole academic or scientific language in one go. It also has to be broken down and introduced systematically. Materials should, therefore, reflect step-by-step advancement leading to short and long-term learning outcomes. The teachers and educators, consequently take the burden to provide students with logical and systematic academic language introduction. It can be achieved supposing students’ attention is drawn to various language forms such as specific vocabulary, connectors, words with different meanings, and functions are in preference. Haynes (2007) approves with such revelation and adds that time and gradual introduction to a language plays a key role.

Encouragement of learner’s autonomy and learning skills. Learner autonomy is not an inherited skill but rather it is a skill requiring lots of directed practice. Teachers seem to be mediators of language learning who gradually pass whole learning responsibility to students. Being an autonomous learner means the ability to direct one’s own learning. It is a long-term process supported by students’ intrinsic motivation and teacher leadership. Well-designed materials should above all indicate the path an autonomous learner needs to take in problem-solving tasks. Consequently, materials should help the learner to gather and improve the skills found necessary to deal with assignments. It might include tips on how to complete a given assignment. Mehisto (2012) recommends pair brainstorming, finding ways how to handle

difficult texts or suggesting reading a text for different purposes.

Assessment. Any type of assessment, self, peer or other, mirrors learner's progress and achievements in learning process. It can reflect accomplished content or language objectives or progress in learning skills.

Creation of a safe learning environment. Materials overloaded with information, demanding and inappropriate language level might cause more distress for learners in all aspects and trigger a tense atmosphere. This rarely is a bonus in the learning environment, therefore when creating materials teachers should bear in mind to create safe working atmosphere. It is recommended to provide needed scaffolding if a topic is too demanding for content to be understood. Tasks demanding an answer of how the learner feels and suggesting how to cope, suggesting strategies, providing navigation and support add on the learner's confidence and positive attitude towards learning (Mehisto 2012). Human beings naturally look for safety and so is the case with students, who need to feel secure before taking any risk. The risk in this context is a language barrier they need to overcome (Cimermanová, 2013).

Cooperative learning. It is thought that two important criteria for defining cooperative learning must be taken into consideration only then cooperative learning can be understood. The first one positive interdependence recognizes each member of a group as a contributor to the group. In fact, learners work in a chain where one learner is dependent on another in order to complete a task. The second one individual accountability suggests that learners are concerned not only for personal learning but also need to feel responsibility for the learning of others. Concerning CLIL materials if essential vocabulary and discourse patterns are provided, it opens doors to learners' communication and cooperation (Mehisto, 2012).

Authenticity. It deals mainly with a target language which needs to be incorporated into materials in such a way it not only provides authentic language but also urges learners to use it. The tasks should be oriented predominantly on everyday language, information from media and suggested Internet research to develop the topic. Personalization seems to be another tool for authentic materials. Learners might be required to present projects on how to prepare a typical meal, prepare for some competition, and learn how to measure the height of a tree without climbing it and many other tasks requiring personal involvement (Mehisto, 2012).

Fostering critical thinking. CLIL materials are not based on straightforward repetition of the learnt facts or recollection of those facts. In contrast, exercises are oriented to a higher order of thinking- creation, evaluation, analysis, application and understanding (Mehisto, 2012).

Scaffolding belongs to the number of criteria obligatory for planning either a lesson or a teaching material. Scaffolding in CLIL provides necessary support for the learners principally in three aspects, language, content and learning skills. An offered model for conveying the meaning is given to the learners on purpose. Once they are able to apply it into practice vision of a successful user of the language encourages them for further learning. One of the most common exercises to scaffold language is brainstorming related to the topic. Brainstormed words might be noted on the board, which helps learners to talk about the topic more freely and develop conversation. Other examples include description of an unknown word, providing synonyms or antonyms of less common words. Similarly, content support should make the learning easier, simpler and more enjoyable. We can use various animations, charts and tables. In fact, sectioning texts into more paragraphs gives a clearer idea. Furthermore, each paragraph having its own subheading highlights the most important sections and develops the topic. When the text is demanding underlined key words direct the learners' attention to the strategic facts.

Meaningful learning encloses the circle of criteria developed for creating a learning material. It is the general truth that interesting and meaningful knowledge tends to be memorized as one might regard it as information necessary for the future development and application in life. Therefore, learners' personal interests, life and life of community should be reflected in CLIL materials. Features as hands on activities including poster making, projects or experiments followed by meaningful communication, both illustrate interaction between content needed for language acquisition and the language needed for subject development" (Dale & Tanner 2012, p. 12).

Important

A useful lesson plan involves understanding of more than just what is going to be taught - the objectives and how it will be taught - materials, equipment, and activities. The followings also need to be thought about:

- **Sequencing:** Do the activities move logically so learners are progressively building on what they already know? Do the activities flow well? Are transitions between activities smooth?
- **Pacing:** Are activities the right length and varied so that learners remain engaged and enthused?
- **Difficulty:** Do the learners have enough skill and knowledge to do the planned activities? Are the instructions clear?
- **Responding to individual differences:** Do the activities allow for learners of varying proficiency levels to receive extra attention they might need, whether below or above the norm? Are all students actively involved?
- **Monitoring learner versus teacher talk:** What is the balance between learner talk and teacher talk? Does the lesson allow a time for learners to interact, producing and initiating language?
- **Timing:** Was the amount of time allotted for each part of the lesson sufficient? If the planned lesson finishes early, is there a backup activity ready? If the lesson wasn't completed as planned, how can the next class be adjusted to finish the material? It is important for the teacher to evaluate how the lesson went at the end of each class period.
- What went well/wrong? Why?
- What did not go as planned? Why?
- If I had it to do over again, what would I change?
- What have I learned about my students that I can account for in future lesson planning?

Remember a lesson plan acts as a guide for a class session. It sets an objective of the lesson and marks out the route (activities for each stage of the lesson). It is an aid for both novice and in-service teachers. Novice teachers should write down the details of each activity. Experience will guide how detailed a lesson plan needs to be. Sharing the plan with learners keeps both the teacher and the learner focused on where, how, and when they arrive to the final point.

Questions and areas the teacher should consider when planning CLIL lessons:

- Subject Content and Language area
- What will the children learn?
- Time
- Identify the key words and phrases essential to teaching this particular lesson (scaffolding)
- Teacher and learner activity, phases of a lesson
- Tasks for Assessment of Subject Content and Language Content
- What resources will I use? How will the class be organised?

Useful links:

<http://www.teachingenglish.org.uk/teaching-teens/resources/clil>
<http://mon.uvic.cat/clil/teaching-support/planning-lessons/example-lesson-plans/>
<http://www.macmillaninspiration.com/new/resources/web-projects>
<http://www.onestopenenglish.com/clil/what-is-clil/free-sample-material/>
<http://www.klis.pf.ukf.sk/sk/clil/141-metodicke-materialy-pre-vyuovanie-iakov-1-stupa-z-prostrednictvom-metodiky-clil->
http://forolenguas.edurioja.org/unidades/cicloagua_mariamoliner.pdf
<http://lifelonglearningteachers.blogspot.sk/2012/05/clil-lesson-plan-solve-problem.html>
<http://www.scribd.com/doc/67960676/CLIL-Lesson-Planning-Sample#scribd>
and many more...



Think!

1. What is important within planning a CLIL lesson?
2. Why is scaffolding important?
3. Give some examples of teaching objectives and learning outcomes

Model activity 3

(inspired by Baldwin, 2010)

Topic: Healthy eating

This activity aims to develop primary pupils' understanding of healthy, balanced eating and provides practice of basic food vocabulary and the present simple tense. It also has cross-curricular links to PE.

Content objectives:

- Balanced eating

Language objectives:

- Lexis – food
- Grammar – present simple (and possibly quantifiers)
- Skills – speaking and writing

Preparation

Prepare the worksheet for each pupil. Alternatively, to save paper, draw/project one large copy on the board and tell students to copy it.

Procedure

- With pupils in groups, give them one minute to think of as many types of food as they can. The group with the most is the winner.
- Tell groups to read out their lists and add any that they hadn't thought of to their lists.
- Tell pupils to put their foods into two lists – healthy food and unhealthy food. At this stage, don't tell them if they are right or wrong.
- Give out the worksheet to pupils and tell them to match the labels to the correct part of the pyramid, working individually.
- Check as a whole class and explain the concept of the pyramid – food at the bottom is the most important and food at the top the least important/healthy.
- Tell pupils to think of more food which fits into each group on the pyramid and write it on, using their list of food from stage 3 to help.
- Tell pupils to think about their eating habits and write what they usually eat in a day (using the present simple and possibly quantifiers), e.g. "I eat lots of rice, some vegetables like carrots and cabbage..." You may need to give an example first.
- Pupils compare their eating habits and see who the healthiest eater in their group/class is.

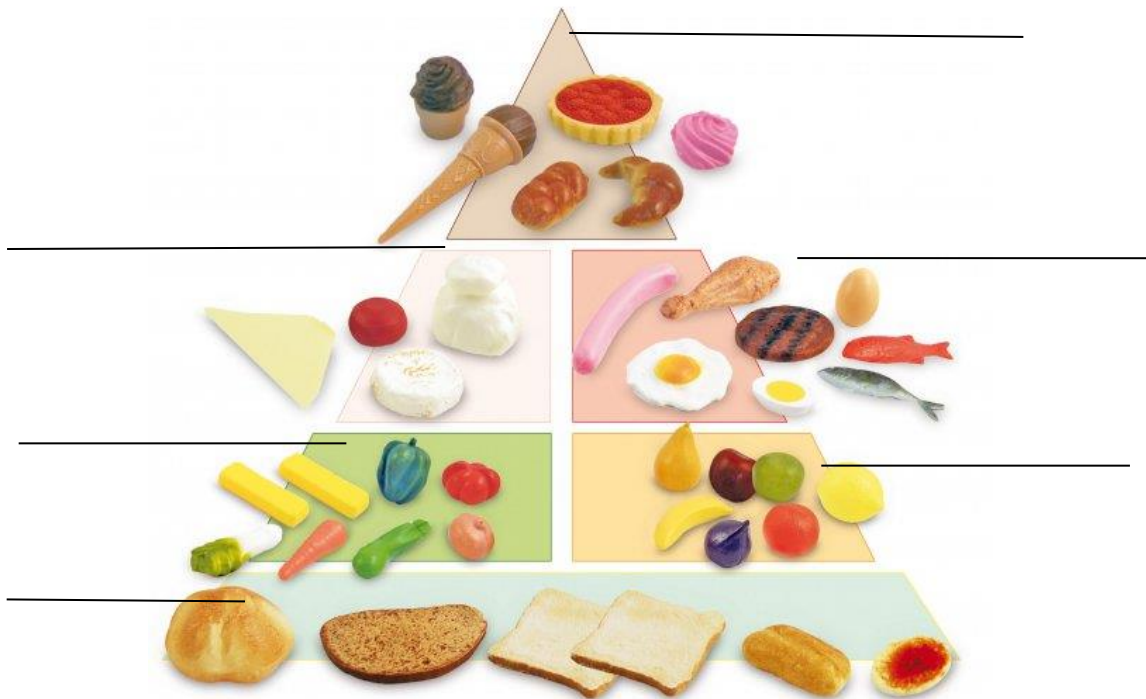
Extension

Pupils can write out a good daily diet based on the food pyramid, either in class or for homework. They could even keep track of what they eat over one week to see how healthily they really eat.

Worksheet 1 (modified)

Put these labels on the pyramid:

1. Milk, yoghurt and cheese group
2. Fats, oils and sweets group
3. Vegetable group
4. Bread, cereal, pasta and rice group
5. Fruit group
6. Meat, poultry, fish, dry beans, eggs and nuts group



Useful links:

<https://clilnutrition.wikispaces.com/Unit+Planning>


<http://www.onestopenglish.com/clil/young-learners/science/food/pdf-content/food-groups-lesson-plan/500705.article>

Model activity 4 (acc. to Butkovičová, 2015)		
DATE		
CLASS		
SUBJECT	Science	
TOPIC	Vertebrates and invertebrates	
Content objectives	By the end of the lesson learners will: - be able to differentiate vertebrates and invertebrates - be able to classify vertebrates -	
Language objectives	- practice phrases: It is a/an .../ It has got..... identify pronunciation of new words	
MATERIALS	Black-board, chalk, flash cards, worksheet	
PROCEDURE		TIME
INTRODUCTION	Greeting, introduction	
STAGE 1 Slovak language	Motivation- interesting things from the Animal Kingdom 97% are vertebrates - there belong animals with various length – from long 8mm fish discovered in 2004 to the sperm whale – the largest of vertebrates Dinosaurs belonged to vertebrates – these were the largest ones that have ever lived in our planet + questions: What other vertebrates do you know? /big/small/ What do you know about dinosaurs?	5
STAGE 2 Switch working language to English	From the motivation elicit the terms vertebrates and invertebrates. Let students recall all they know about vertebrates and compare how they differ from invertebrates	5
STAGE 3 English language	Use flash cards- animals, ask: What is this? Name all the animals. Each child pins an animal on the t-shirt. All the animals that belong to vertebrates/ invertebrates/ have four legs/two legs come to the front.	10
STAGE 4	Read the text, use intonation, mimics, gestures. Students have their own text and follow. Divide students into groups of three. Start the competition. The first group to fill in the worksheet wins. The winners are marked 1.	20
FOLLOW UP/ HOMEWORK	Make a poster: choose 5 animals and describe them 1. It has got / hasn't got the backbone/ internal skeleton 2. Where does it belong- vertebrates or invertebrates	5
Notes		

Worksheets


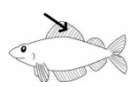
VERTEBRATES AND INVERTEBRATES

There are two kinds of animals in the Animal Kingdom- vertebrates and invertebrates.

Vertebrates have got backbone  and internal skeleton . They can

be small and big. Small vertebrate is a  and the big one is an . Vertebrates are


classified into **5** groups: fish, amphibians, reptiles, birds and mammals. **Fish** live in the


water. Their skin is covered in scales  and they have got fins  to swim.



Amphibians

can live in water and on land. Their skin is wet and they don't have scales. Frogs are

amphibians. **Reptiles** have scales. Snakes turtles or crocodiles are reptiles. **Bird's** body is

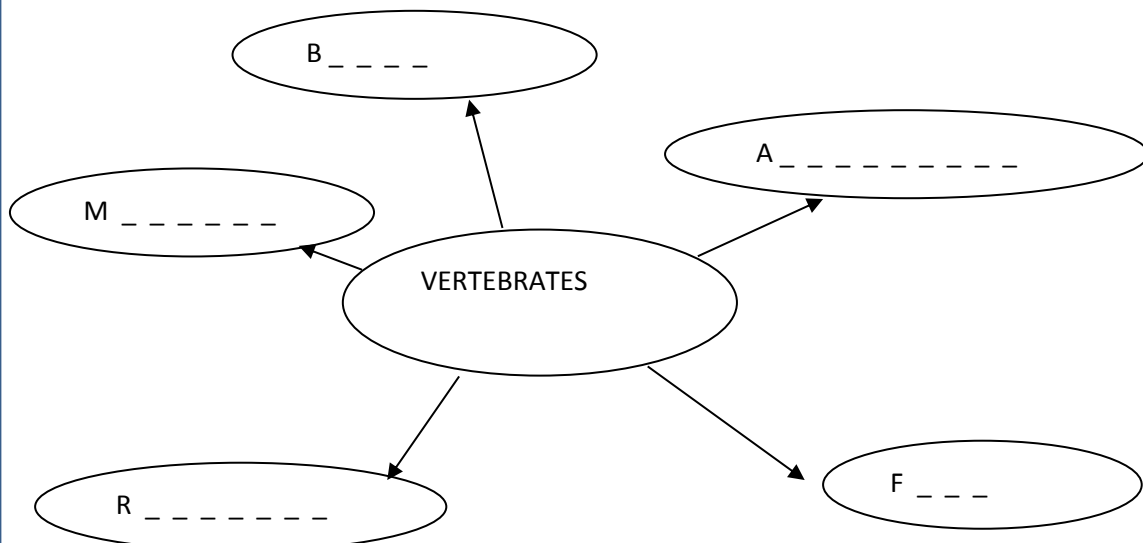
covered in feathers  (a feather). They have got wings and can fly. **Mammals** have got

skin or fur  and their babies drink milk. **Invertebrates** haven't got backbone or

internal skeleton . They can be very small like a lady bug  or very big

like an octopus . Insects  are the largest group of invertebrates.

1. HOW DO WE CLASSIFY VERTEBRATES?



2. CIRCLE VERTEBRATES WITH RED AND INVERTEBRATES WITH BLUE:

HORSE FROG LADYBUG GRASSHOPPER DRAGONFLY
 SNAIL JELLYFISH RABBIT FISH CROCODILE
 OCTOPUS STARFISH EARTHWORM

3. WRITE VERTEBRATES OR INVERTEBRATES:

Animals with backbones are

Animals with no backbones are

Boys and girls are

Insects are

4. READ AND CIRCLE THE CORRECT WORD

Vertebrates/ invertebrates have got an internal skeleton.

Frogs/ butterflies are invertebrates.

Fish have got *fins/ scales* to swim.

Reptiles have got *skin/ scales*.

Frogs are *mammals/ amphibians*.

Model activity 5 (Sepešiová, 2013)

Subject: VLASTIVEDA_CLIL

Content Objective:

- learners will be able to recognize products of nature and human creation;
to organize their knowledge in a simple system;
to show examples.

(note – a teacher continuously helps them to express themselves)

Language Objective:

- learners will memorize new vocabulary connecting with living and not living things;
practice and repeat a phrase "It is/It isn't ..."
use vocabulary in an unfamiliar context;
predict from the unknown text

Affective objectives:

- learners will accept the opinions and cooperate with other members

Psychomotor objectives:

- learners will practice fine motor skills

Materials:

- textbook, worksheets, real objects.

Procedure

Introduction: Repeating a previous topic - Svet okolo nás (World around us)

Motivation

Activity 1: Presenting

Start a lesson reviewing a topic World around us – what they know, what they see , what they have at home, what they need ... (2-3´)

Activity 2: Match the pictures

Individual work: Pupils are given worksheet 1 and they should match the words with appropriate pictures (3´)

Pair work: peer evaluation – checking the answers

Check: a teacher says each word and uses a phrase It is a/an..., pronounces it correctly, pupils repeat and check matching (4´)

Content topic: The world around us – natural and man-made (15´)

Guidance

A teacher writes on the board (central position) – *World around us* and draws two branches – *natural* with two sub-branches - *living* - *not living*, and a branch - *man made*, gives them the prepared handouts of a mind map so they would be able to complete. The pupils come one by one and add words they choose from the box (ready printed words/pictures from the groups natural/man made). If they do not know, we ask for help others or a teacher may help.

Pair work: The pupils work together /worksheet 2/ and choose the correct answer – is a thing living or not living; later they should decide either it is natural or man-made and add initial letter N – MN.

Check: with all class - lockstep, problematic answers must be explained

The pupils together with the teacher's support try to discuss how a man influences nature, what the differences between living a not living and man-made things are – summarising e.g. what living things need – energy, breathe, movement, reaction – the teacher should illustrate/mime... the pupils have got worksheet 3, the teacher reads the text, afterwards the pupils within the groups of 4 try to pantomime

Practice

Group work: The pupils cut the pictures and glue them to the correct category / worksheet 3/ (5')

Individual work: The pupils choose and circle the correct answers yes/no – check – peers / worksheet 4/ (5')

What have we learned today? Conclude the info about the world around us – the pupils give some examples of *natural living* and *not living things*, *man-made thing*, they can use their mind map; tell what living things need. (3')

Homework: Based on the info from the lesson, they will draw/glue pictures and fill the words.

Worksheet 1

Task 1

Direction: Match the words with the pictures



goat



pencil



paper



car



tree



potato



book



rose



shoe



worm

Task 2

Is it Living or Non Living?

Directions: Are they living things or not living things. Write the words into living things or not living things part:

Living things	Non living things

a car

a tree

a goat

a pencil

a paper

a rose

a shoe

an ipod

a book

an eagle

a worm

a rock

a dvd

a potato

a shark

Task 3

Living and Non-Living Things

All living things must get energy from their environment. They move, breathe, remove waste, grow, react to the environment, and reproduce.



Examples:

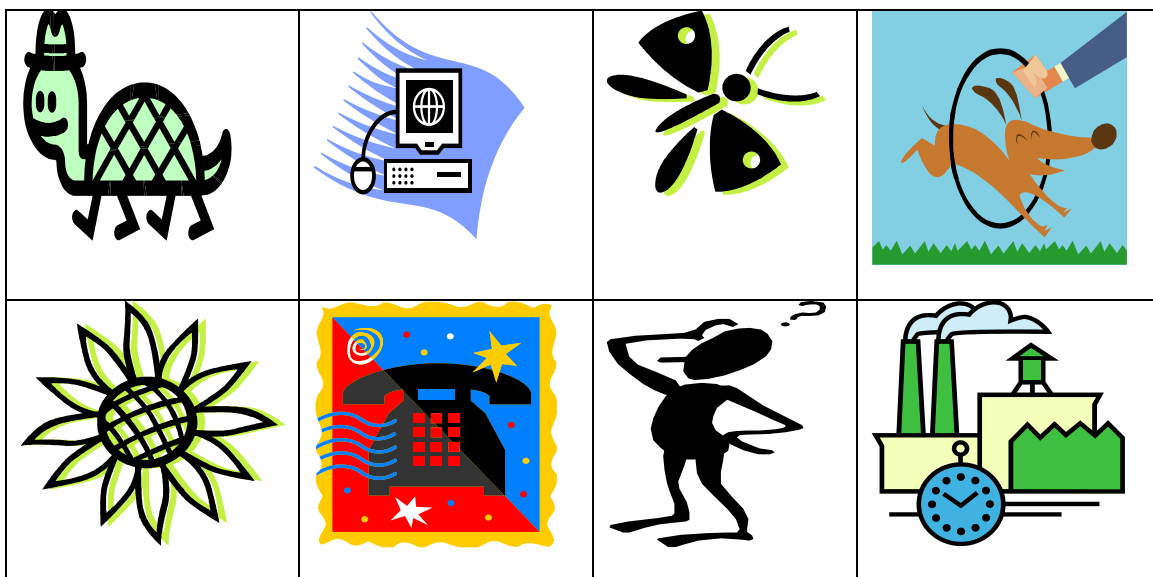
= living



= not living thing

Directions: Cut out the pictures at the bottom and glue them below.

Living things	Not living things



Task 4: Is it a living thing?

Directions:

Look at each picture. Think about what a living thing needs and does.
 Circle Yes or No to answer *Is it a living thing?*



yes no



yes no



yes no



yes no



yes no



yes no



yes no



yes no

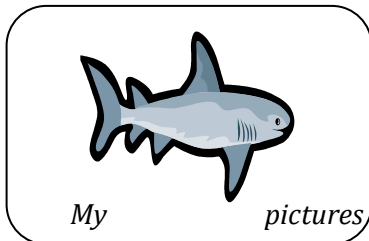
Homework

Directions:

My living and Not living things booklet. Draw a picture and finish a sentence.

Example:

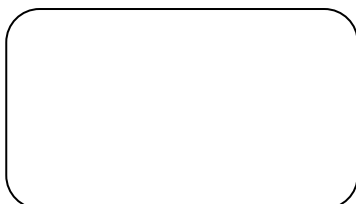
A shark is living.



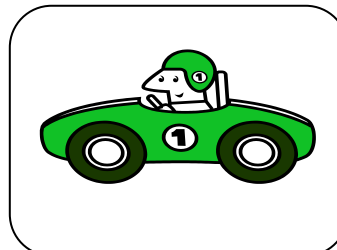
A is living.



A is living.



A car is not living.



A is not living.



A is not living.



Model activity 6 (inspired by [Pinkley](#))

CLIL Science Lesson: Magnification

Content Objectives

- ✓ to understand magnification and distortion
- ✓ to describe properties of mirrors and water
- ✓ to understand the role of light in magnification and distortion

Science Process Skills

- ✓ to compare and contrast properties of mirrors and water
- ✓ to develop a hypothesis
- ✓ to observe an experiment to see if water can act like a fun house mirror
- ✓ to describe a sequence of events
- ✓ to determine cause and effect
- ✓ to take notes and record data

Language Objectives

- ✓ to ask and answer questions
- ✓ to use content-related and scientific vocabulary
- ✓ to use the language of speculation and cause & effect

Learning Strategies

- ✓ to access prior knowledge
- ✓ to ask for clarification
- ✓ to predict
- ✓ to collaborate cooperatively
- ✓ to draw conclusions

Vocabulary

act like distort newspaper smaller bend distortion outwards spoon big drop plastic step(s)
bigger enter procedure stick cause experiment reflect surface change fishbowl report tall clear
fun house short text curve(d) light size water direction magnification slow down distance mirror
small

phrases: Can water act like a fun house mirror? If so, why?
What will happen?
I think _____ will happen because _____.

Procedure

1. The teacher begins by reminding students of a rhyming poem they read yesterday about a trip to the Fun House and the different mirrors there. She holds up illustrations and repeats the poem as students listen. Then she has them repeat the poem with her as she points to the corresponding pictures. She asks questions about the mirrors: *How many mirrors are in the Fun House? Are they all the same? How are they different? What effect do the mirrors have?* The class discusses the poem, illustrations, and answers questions.
2. The teacher passes around a large, shiny metal spoon. Students look at their reflections in the back of the spoon. The teacher encourages the children to say how the spoon is like the Fun House mirrors in the poem: the children's reflections are distorted, just like the reflections in the mirrors.
3. Next, the teacher poses the research question: *Can water act like a fun house mirror? If so, why?* She has the children gather around as she conducts an experiment. A page from a

- newspaper is covered in transparent plastic. She carefully drops ONE large drop of water in the centre of the clear plastic. (The curved drop acts as a lens.)
4. Holding the drop of water on the plastic about an inch or so above the newspaper, she invites the children to look down through it. What do they think they will see? What do they see?
 5. The teacher allows students to experiment with single drops of water of different sizes held at different distances from the newspaper. What do they observe? How does the text change each time? Students report their observations in small groups.
 6. Next the teacher holds up a clear fishbowl full of water. She invites the children to predict what will happen when a student holds the fishbowl in front of his face. The students call out their predictions and then they watch as the student holds the fishbowl in front of his face. The teacher asks if the boy's face is bigger or smaller, and explains that the water has magnified and distorted his face. All the students take turns holding the fishbowl up to their faces and describing the results.
 7. Last, the teacher puts the fishbowl about half full of water on the desk and puts a stick at an angle into the water. Students look down into the bowl. The teacher asks if the stick looks different, and if so, how and why. Students in pairs work out their ideas and then share them with other pairs.
 8. The teacher writes any of their ideas that have relevance on the board, and then explains, using gestures and board drawings to scaffold her explanation: *As light enters the water, it slows down. If the surface of the water is curved, it bends the light in a new direction. The curve of the water sends the light outwards, and as it gets bigger, it causes magnification.* Students listen to the explanation again, repeating the key ideas out loud. Then they retell what happened in pairs, and finally, write a summary report using sentence frames the teacher writes on the board.
 9. For reinforcement and family involvement, the teacher assigns replication of the experiment with a spoon and a glass of water at home, followed by a written report. Through content-rich instruction such as the science lesson above, students learn and use language in an immediate and meaningful way. The target language is the vehicle through which they meet social and academic needs, employ learning strategies and critical thinking skills, and expand and display their knowledge of curricular content.

Conclusion

Returning to the beginning it is possible to state that one out of the most significant aspects affecting CLIL lesson planning is preparing for the education process which requires appropriate training in CLIL method along with appropriate language qualification. Upon these two aspects, which function as pillars, one can possibly build a CLIL lesson with all its necessities.

Even though a wide choice of prepared plans and activities are available online, teachers who are unfamiliar with CLIL methodology have problems using the activities and tasks correctly. The main difficulty could be summarized as a not effective use of methods and organizational forms. Teachers also need to use more activating methods aimed at students' autonomy and natural desire to explore through language. Teachers with lack of training also fail to accept new role of "a facilitator of the learning process" and habitually put them to the role of controllers.

While planning and setting objectives, cognition processes very often stay at the level of remembering and understanding only rarely involved analysing or creating are involved. The communication element must be presented and should offer opportunities to use the working language; however its limitations could be seen in individual organizational forms where practice is minimal. Teachers' rich input was often absent. The culture element is regarded as the most critical in CLIL and depends on topics. Sometimes it is impossible to include it in a lesson.

Developing appropriate CLIL plans or adapting existing ones require three core competences: competence in a target language, target subject and CLIL methodology. Nevertheless, the language competence could be possibly improved with appropriate language courses aimed

especially for teachers of CLIL. Further possible problems could be also eliminated by better cooperation with a language teacher. Ensuring language competence is mastered is tremendous in CLIL teaching. Lastly, knowledge of methodology for integrating both language and content is at the top of all competencies. Simply understanding how CLIL works can give teachers the necessary knowledge of how to prepare CLIL lessons to achieve global goals.

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