

2022

Planning and Practice on Content and Language Integrated Teaching (CLIL)

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Oberthur Primary School, Western Australia

9th July 2022



Objectives of the presentation



To share the the CLIL (Content and Language Integrated Learning) context at Oberthur Primary school



To demonstrate how different learning areas can be integrated by using CLIL approach in line with Western Australian Curriculum



To show steps of CLIL planning program tools and how they are implemented into teaching and learning practice at school

C ONTENT

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1

What is CLIL?



0
2

School Context

0
3

Integrated Learning Examples



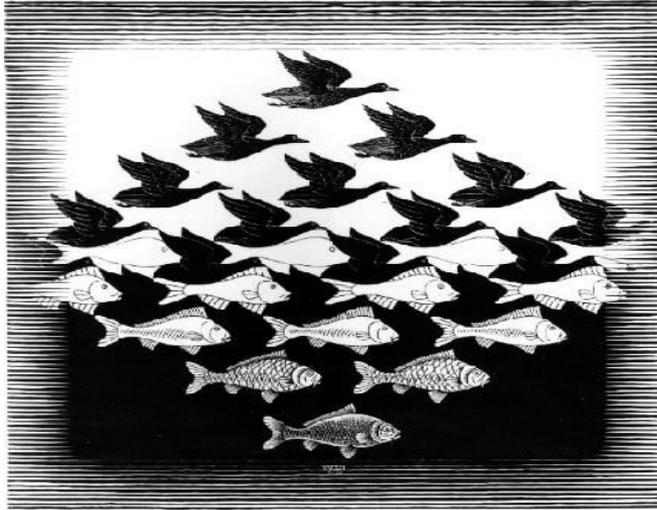
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CLIL Planning Program

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Challenges

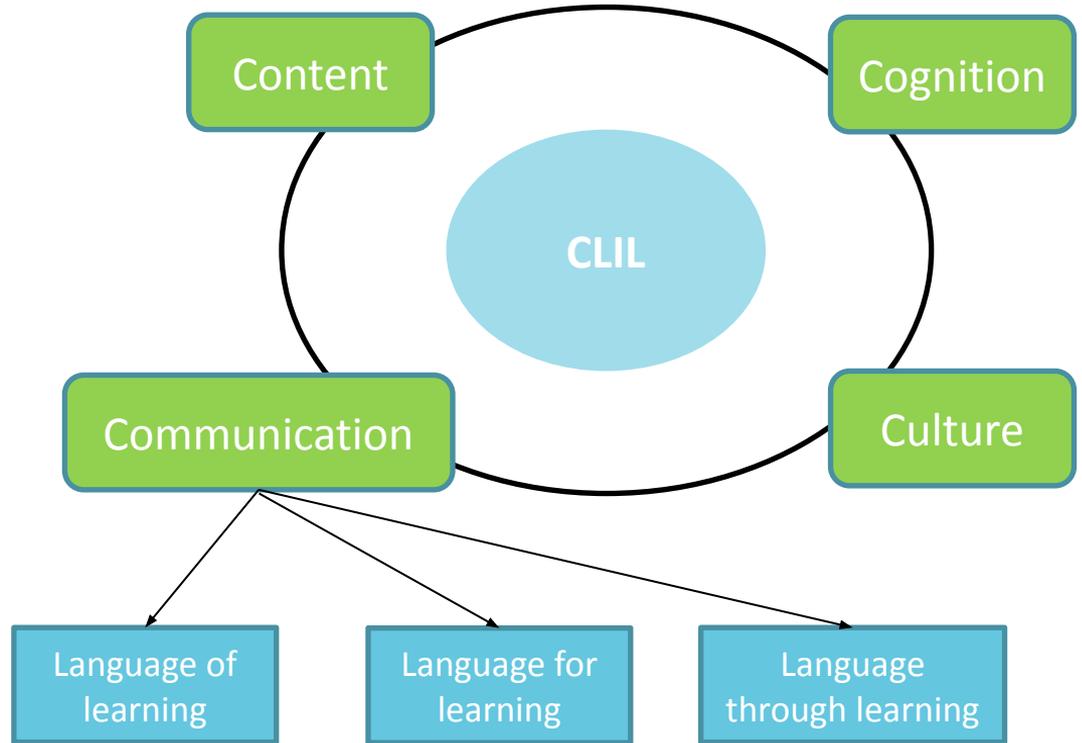
1. What is CLIL?



Sky and Water (1988) by M.C Escher

A famous woodcut print – offers an excellent pictorial representation of the idea of interwovenness that characterises the CLIL approach.

4 Cs in CLIL



Benefits of Cross Curriculum Language Teaching and Learning

Why Do Students Want to Learn:

- Cognitive Development
- Curiosity
- Interest
- Knowledge
- Peer interaction and communication
- Self - satisfaction

Why does Integrating Language Across Curriculum work

- ✧ Enhances cognitive engagement and development
- ✧ Make Language learning more purposeful
- ✧ Develop more creative thinking and flexible problem solving skills
- ✧ Increase overall motivation towards language learning
- ✧ Provide students opportunity to work collaboratively

PART 2 School Context

Chinese Immersion Class Structure

Chinese Literacy	Maths (Geometry & Measurement)	Science	Visual Art	Physical Education
PP – Yr 3 1.5 hours	PP – Yr 3 2 hours	PP – Yr 3 2 hours	PP – Yr 3 1 hours	PP 1 hour
Yr 4, 5, 6 2 hours	Yr 4, 5, 6 2 hours	Yr 4, 5, 6 2 hours		
	Total: 6 - 6.5 hours Per week			

Time Table Example

	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 – 9:10	Literacy Block	Literacy Block	Literacy Block	Literacy Block	Assembly/ Numeracy Block
9:10 – 9:40	Reading	Reading	Reading	Reading	
9:40 – 10:10	Writing	Chinese	Writing	Music	Health
10:10 – 10:40		Science		Phys-Ed	
Recess					
11:10 – 11:40	Numeracy Block	Chinese	Chinese Literacy	Viewing	Library
11:40 – 12:10		Science			T&E
12:10 – 12:40		Writing		Chinese Numeracy Block	
12:40 – 1:10	Listening and Speaking				
Lunch					
1:40 – 2:10		Music	History	Numeracy Block	Chinese Numeracy Block
2:10 – 2:40	Chinese	Phys-Ed			
2:40 – 3:10	Visual Art	Handwriting			

PART 3 Integrated examples

Science, Maths, Visual Art, Health, STEM, Chinese Literacy

What We Have Learnt?

年兽

我们学了平面图形

circle 圆开少
square 正方形
triangle 三角开少
rectangle 长方形开少
oval 椭圆形
rhombus 菱开少

我们学了水循环

第一步是蒸发。Evaporation
第二步是凝结。Condensation
第三步是降水。Precipitation
第四步是水份采集。Collection

我们学了国家和语言。我们学了国家有澳大利亚、美国、日本、韩国、中国、英国、中文、日语和韩语。我来自澳大利亚。我说英语和中文。

안녕하세요
말안녕하세요

2020
一三五七八十腊
三十一天永不差

你女子

☐ ☐ ☐ ☐ ☐ ☐ _____ ☐ ☐ _____

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 57900000 ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 4878 ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 3.3x10 ²⁰ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 1.5 ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 1407 ☐ ☐ ☐		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ _____ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ _____ ☐ ☐ ☐	
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3. Integrated Examples

Maths



Time & Clock
3D Shapes
Direction



Writing practice (My week)
Speaking & Writing practice
(Description)



Chinese
Literacy

我的周 非常棒!

我的一周
My Week

活动

深宜恩
Xuan En

我星期一下午四点去钢琴课。
我星期二下午四点半做功课。
我星期三晚上七点看书。
我星期四下午六点去数学补习。
我星期五下午五点弹钢琴。
我星期六上午十一点做功课和看电视。
我星期日去教堂跟我的妈妈去买东西。

Math

二零一九年九月四号星期三

Earth
cube ball
face
面: 它有1个面。
棱: 它有0个棱。
角: 它有0个角。

book
棱: 它有6个面。
棱: 它有12个棱。
角: 它有8个角。

cone
面: 它有2个面。
棱: 它有1个棱。
角: 它有1个角。

ice cream cone
面: 它有4个面。
棱: 它有6个棱。
角: 它有4个角。

cube
面: 它有6个面。
棱: 它有12个棱。
角: 它有8个角。

pyramid
面: 它有5个面。
棱: 它有8个棱。
角: 它有5个角。

ball
面: 它有3个面。
棱: 它有2个棱。
角: 它有0个角。

cone
面: 它有5个面。
棱: 它有5个棱。
角: 它有0个角。

ice cream cone
面: 它有4个面。
棱: 它有6个棱。
角: 它有4个角。

pyramid
面: 它有5个面。
棱: 它有9个棱。
角: 它有6个角。

描述从出发点怎么到达毛毛虫。(用中文)

① 向上走6格 ✓
② 向左走1格 ✓
③ 向上走2格 ✓
④ 向左走3格 ✓

Scanned with CamScanner

句型: 向...走...格。

3. Integrated Examples

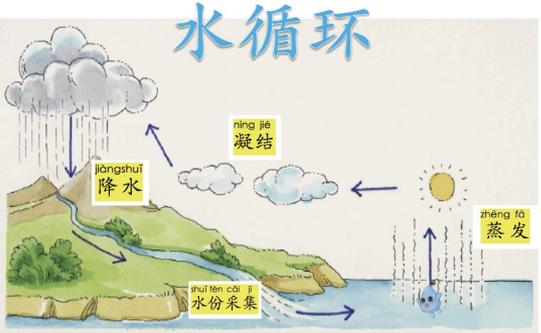
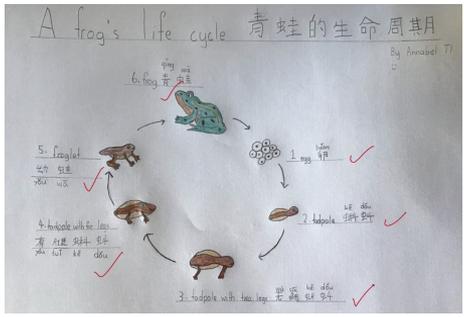
Science

Life Cycles
Water Cycles
Science experience

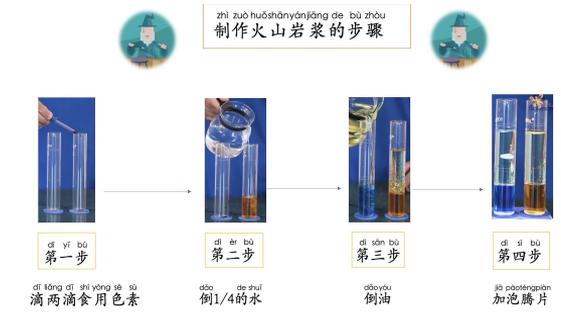


Story sequence
Speaking & Writing practice
(Description)

Chinese
Literacy



第一步是蒸发。 第二步是凝结。 第三步是降水。 第四步是水份采集。



❖ Literacy, Maths and Arts

④ 对的答案。

	翻 Flip →			
	转 Turn →			
	平移 Slide →			

画对的答案。

垂直翻 Horizontal Flip Vertical	1/4 顺时针转 Quarter Turn Clockwise	平移上 Slide Up
		



3. Integrated Examples

Art (with checkmark) Self portrait design)



Shape flip, rotation (with checkmark)

Maths



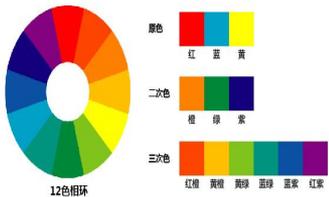
Art (with checkmark)



Chinese Literacy (with checkmark)

jī sè sānyuán sè
基色 (三原色)

fù sè èr cì sè
复色 (二次色)

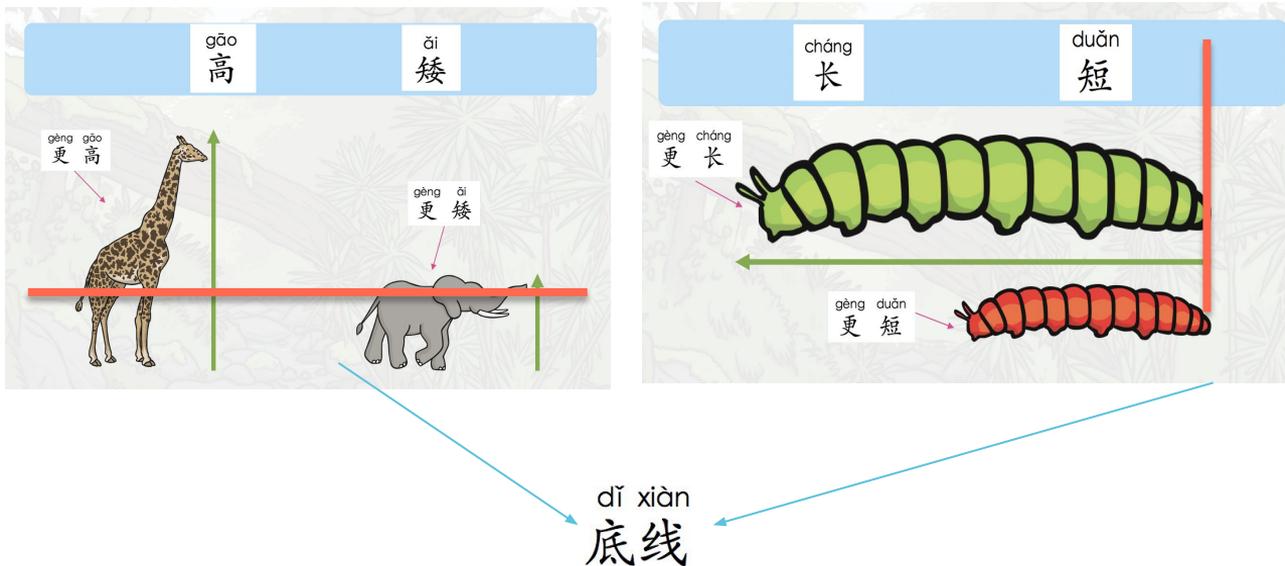


教授颜色

图1 颜料色彩三原色的减色混合

比较长度和高度

Maths Measurement & Chinese Literacy



dǐ xiàn
底线

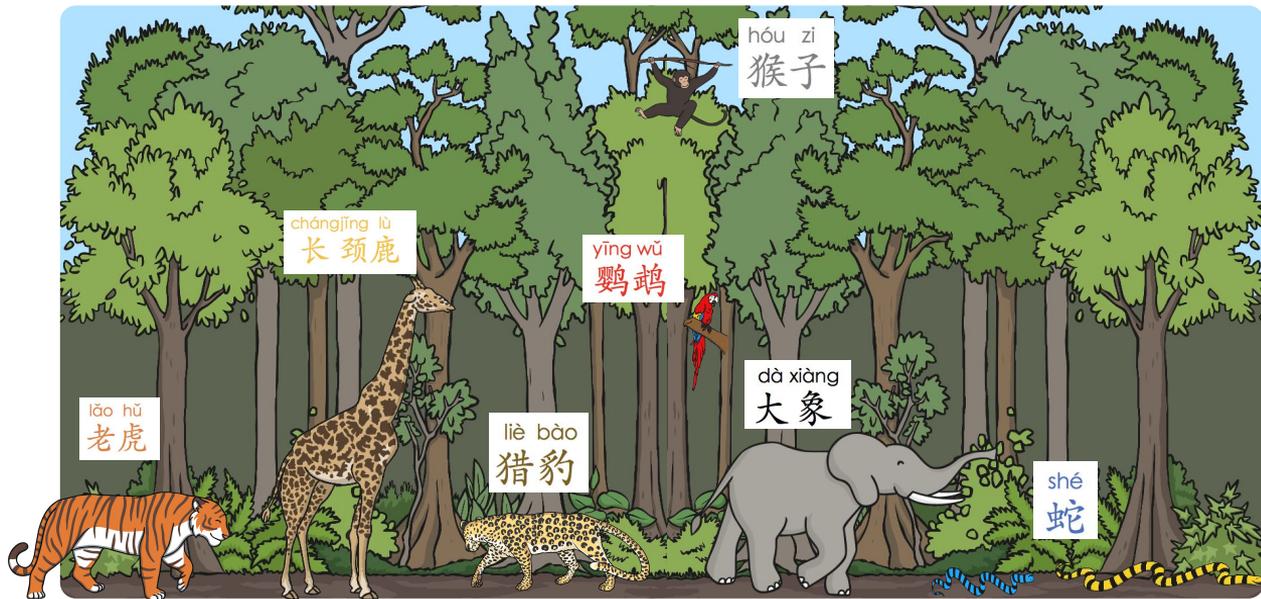
Tis:

bǎ wù tǐ fàng zài tóng yī tiáo dǐ xiànshàng lái bǐ jiào。
把物体放在同一条底线上来比较。

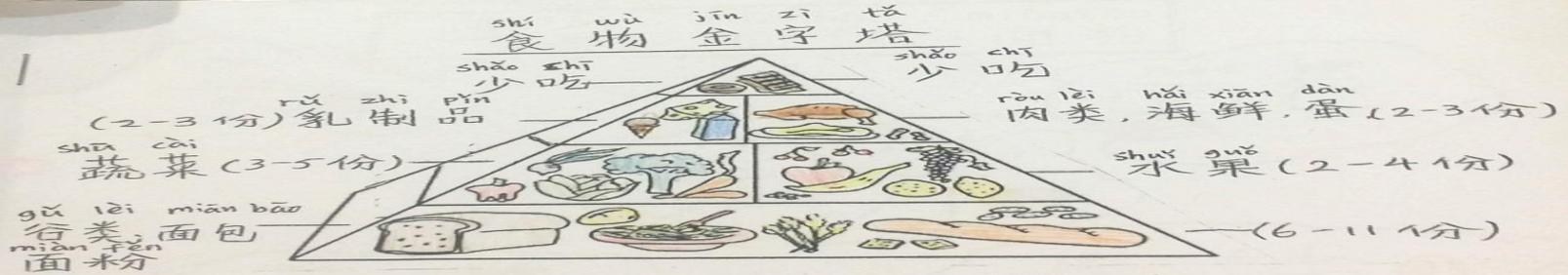
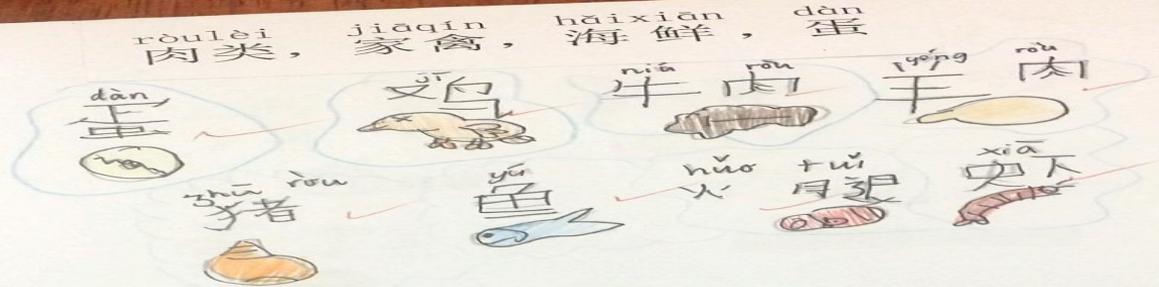
gāo ài hé chángduǎn

高矮和长短

cháng gèngcháng duǎn gèngduǎn gāo gènggāo ǎi gèng ǎi
长，更长，短，更短，高，更高，矮，更矮



❖ Health - Chinese Food Pyramid - healthy eating

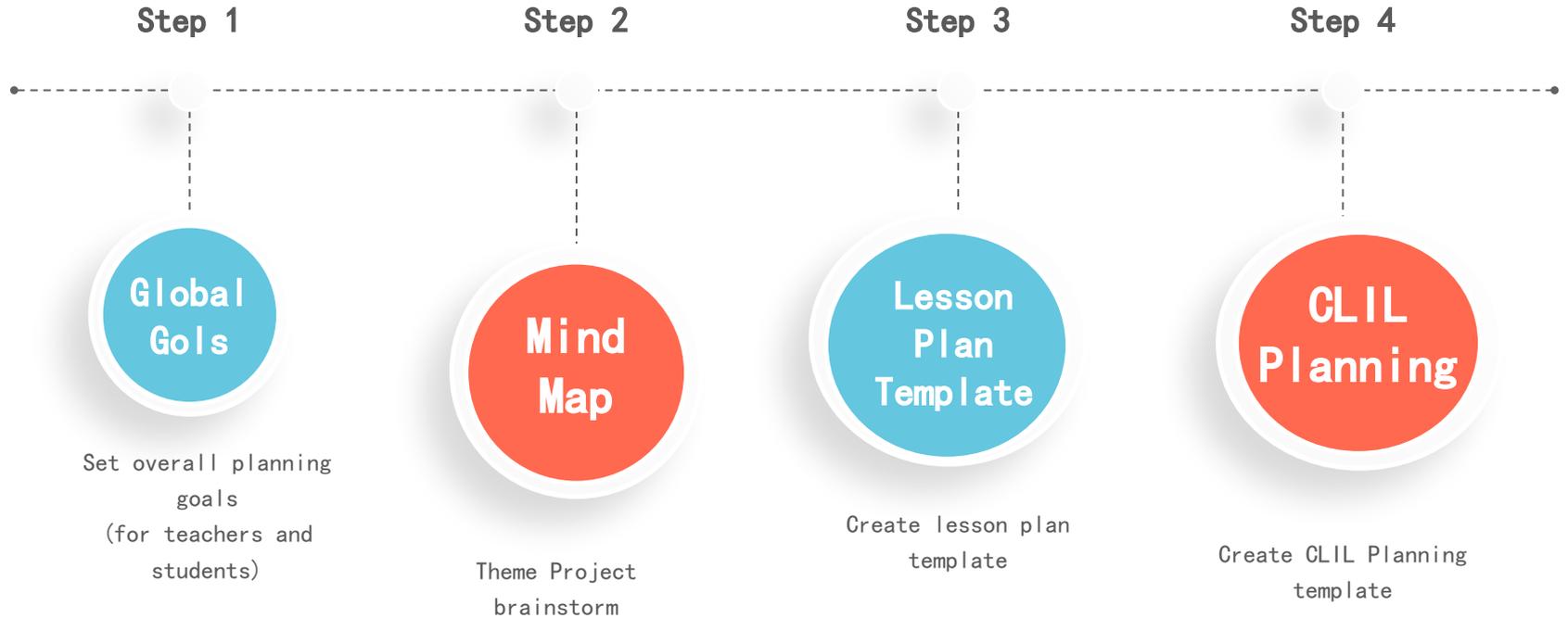


My Chinese Food Pyramid Words

Name Tarvin D

Class A6

Transforming theory into practice

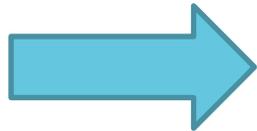


4. CLIL Planning

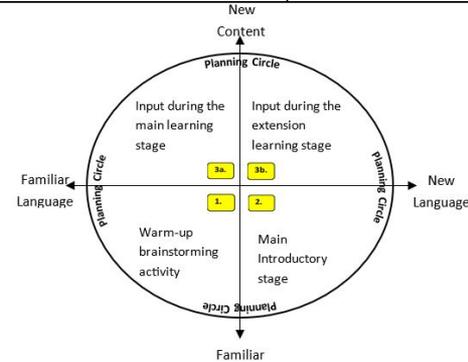
Step 1: Set global goals

Science Western Australian Curriculum Year 4 TERM 1 2022 AC

Science Understanding				Inquiry Skills					Science as a Human Endeavour	
Biological Sciences	Chemical Sciences	Earth and Space Sciences	Physical Sciences	Questioning and Predicting	Planning and Conducting	Processing and Analysing Data and Information	Evaluating	Communicating	Nature and Development of Science	Use and Influence of Science
<p>Living things have life cycles</p> <p>Living things depend on each other and the environment to survive</p>	<p>Natural and processed materials have a range of physical properties that can influence their use</p>	<p>Earth's surface changes over time as a result of natural processes and human activity</p>	<p>Forces can be exerted by one object on another through direct contact or from a distance</p>	<ul style="list-style-type: none"> With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge 	<ul style="list-style-type: none"> With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately 	<ul style="list-style-type: none"> Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends Compare results with predictions, suggesting possible reasons for findings 	<ul style="list-style-type: none"> Reflect on investigation, including whether a test was fair or not 	<ul style="list-style-type: none"> Represent and communicate observations, ideas and findings using formal and informal representations 	<ul style="list-style-type: none"> Science involves making predictions and describing patterns and relationships 	<ul style="list-style-type: none"> Science knowledge helps people to understand the effect of their actions
<ul style="list-style-type: none"> Students describe how materials can be used and relate this to their observable properties. They describe how contact and non-contact forces affect interactions between objects. Students discuss how natural processes and human activity cause changes to Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. 				<p>Achievement Standard</p> <ul style="list-style-type: none"> Students follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge. They describe ways to conduct investigations and safely use equipment to make and record observations. Students use provided tables and construct column graphs to organise data and identify patterns. They suggest explanations for observations and compare their findings with their predictions. Students suggest reasons why a test was fair or not. They use formal and informal ways to communicate their observations and findings. 					<ul style="list-style-type: none"> Students identify that science is used to understand the world around them. 	

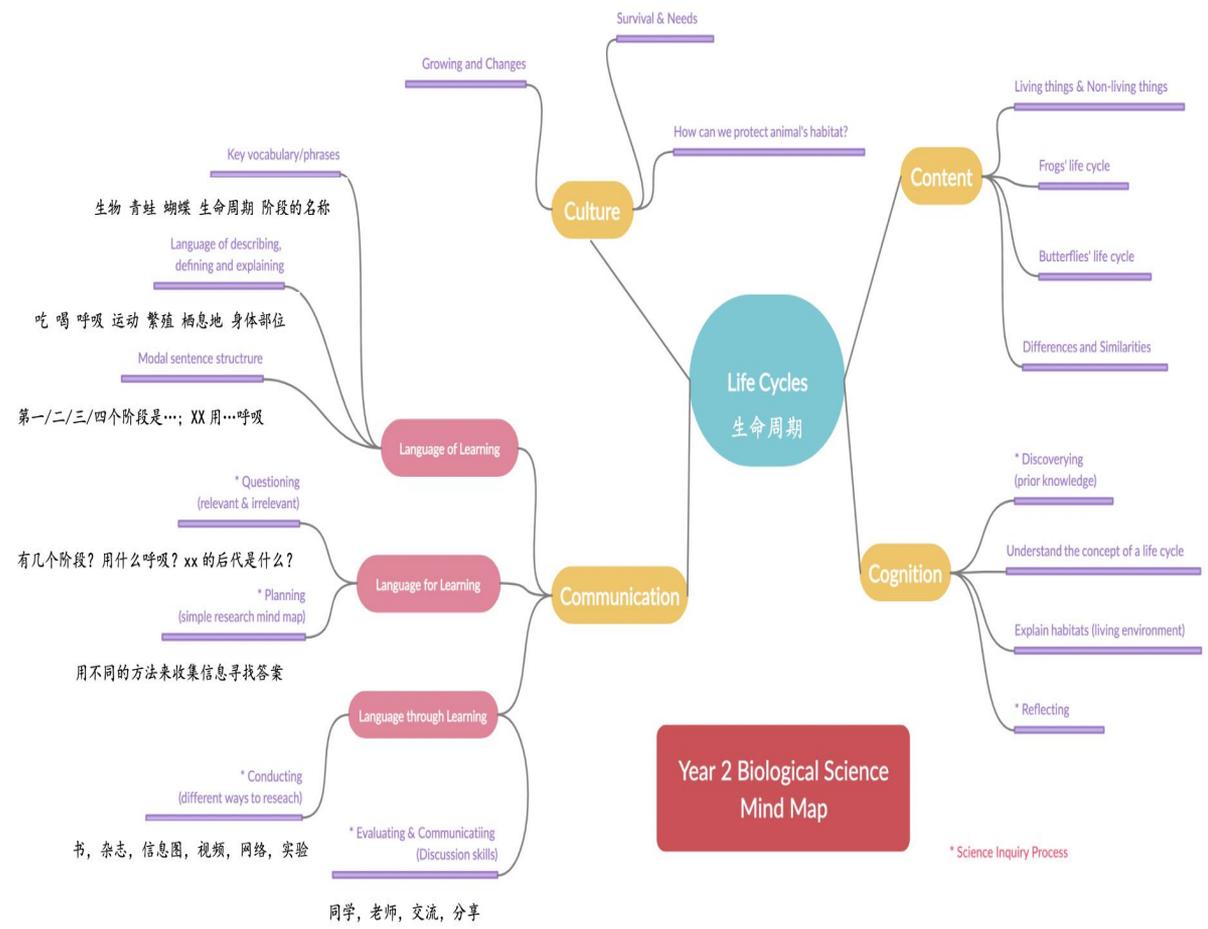


Global Goal	
CC1	I want students to understand the benefit of learning in CLIL. (4 C's Culture)
CC2	I want students to use metacognitive skills and understand how they learn in a CLIL classroom,
CC3	I want CLIL learners to be able to achieve their potential in both content and language learning.
CC4	I want to motivate learners to learn in a CLIL environment. (Students have skill, will and thrill)
CC5	I want learners to feel confident when learning in the target language (L2).



4. CLIL Planning

Step 2: Theme project Brainstorming



4. CLIL Planning

Step 3: Create CLIL planning template

Planning		
Global Goal – CG5, CG6, CG7, CG8, CG9	Planning Circle – 1, 2, 3a, 3b	Week: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Inform		
<ul style="list-style-type: none"> Learning Intention (WALT): Success Criteria (WILF): How will I learn today? (see how will I learn strategies doc/include how will I learn in immersion strategies/Inquiry charts) Link strategies to Big 6/The Pit WAGOLL/WABOLL How will I know I have learnt it? Why are we learning this? 		
Inspire	Cognitive Skills (Adapted from CLIL Content and Language Integrated Learning, pg 31)	
<ul style="list-style-type: none"> Visual aid: video, vocabulary cards, books, photo, infographic, poster Quiz quiz trade 	<u>The Cognitive Process Dimension</u>	<u>The Knowledge Dimension</u>
Show and Share	Lower-order processes: <ul style="list-style-type: none"> Remembering: producing appropriate information from memory (recognizing, recalling) Understanding: meaning-making from experiences and resources (interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining) Applying: using procedure (executing, implementing) 	<ul style="list-style-type: none"> Factual knowledge: basic information (terminology, specific details and elements) Conceptual knowledge: relationships amongst pieces of a larger structure that make them part of the whole (knowledge of classifications and generalizations, knowledge of principles and models and structures) Procedural knowledge: how to do something (knowledge of subject-specific skills and algorithms, knowledge of subject techniques and methods, knowledge of criteria for determining when to use appropriate procedures) Metacognitive knowledge: knowledge of thinking in general and individual thinking in particular (strategic knowledge, knowledge about cognitive tasks, self-knowledge)
Try and Transfer (Kagan Groups)	Higher-order processing: <ul style="list-style-type: none"> Analysing: breaking down a concept into its parts and explaining how the parts relate to the whole (differentiating, organizing, attributing) Evaluating: making critical judgements (checking, critiquing) Creating: putting together pieces to construct something new or recognizing components of a new structure (generating, planning, producing) 	
Apply		
<ul style="list-style-type: none"> Use of word wall in writing Feedback (teacher to student, student to student) Self-Assessment/Rubric Processing charts (list to guide thinking steps) 		
Language of Learning	Language for Learning	Language through Learning
蝴蝶的生命周期、人的生命周期、鱼和植物需要什么生存环境？ 鸟，青蛙，花，火可以播种，物种，生长，养份，发芽，种子，	我知道了，我想知道，观察，记录，结果	一样，不一样，为什么？种子发芽需要合适的湿度，种子发芽需要合适的温度，种子发芽需要氧气 用风来传播

WEEK/ LESSON	AUSTRALIAN CURRICULUM LINKS	SPECIFIC LESSON OBJECTIVE	ASSESSMENT (what & how)	KEY QUESTIONS	TEACHING & LEARNING EXPERIENCES (include learner diversity)	RESOURCES
Week 1 Student define living things and can state the life	Living things have life cycle (ACSSU072)	Life cycle of a plant 1) Show student a rock - is it living or non living? 2) Discuss stage of life cycle LOL: 蝴蝶的生命周期、	Diagnostic assessment Summative: Butterfly Template - Students are able to draw/create the different stages in the butterfly's lifecycle.	What are the stages in the human life cycle? What are the stages in the life cycle a butterfly?	Show video on the life cycle of a butterfly. Students record stages on their sheet	<ul style="list-style-type: none"> Cartoon video: https://www.youtube.com/watch?v=01S8WzwlPIM or Real video: https://www.youtube.com/watch?v=7AUeM8Mbalk

Step 4: Create lesson plan

Planning			
Global Goal – CG5, CG6, CG7, CG8, CG9		Planning Circle – 1, 2, 3a, 3b	
Week: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10			
Inform			
<ul style="list-style-type: none"> Learning Intention (WALT): know that gravity caused the Solar System to be as what we know today Success Criteria (WILF): students appreciate how contributions of scientists, mathematicians and astronomers from many centuries has shaped our ideas about space and the solar system through maths models, gathering of evidence and more recently space exploration. How will I learn today? Viewing visual resources and word wall Link strategies to Big 6/The Pit Collaborate and Cooperate WAGOLL/WABOLL How will I know I have learnt it? WALT and WILF Why are we learning this? To have the knowledge of our solar system 			
Inspire		Cognitive Skills (Adapted from CLIL Content and Language Integrated Learning, pg 31)	
<ul style="list-style-type: none"> Visual aid: video, vocabulary cards, books, photo, infographic, poster Quiz quiz trade 		The Cognitive Process Dimension	The Knowledge Dimension
Show and Share		Lower-order processes: <ul style="list-style-type: none"> Remembering: producing appropriate information from memory (recognizing, recalling) Understanding: meaning-making from experiences and resources (interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining) Applying: using procedure (executing, implementing) 	
<ul style="list-style-type: none"> Word Wall WAGOLL/WABOLL (feedback to it while showing and sharing) Rubric Vocabulary cards 		Higher-order processing: <ul style="list-style-type: none"> Analysing: breaking down a concept into its parts and explaining how the parts relate to the whole (differentiating, organizing, attributing) Evaluating: making critical judgements (checking, critiquing) Creating: putting together pieces to construct something new or recognizing components of a new structure (generating, planning, producing) 	
Try and Transfer (Kagan Groups)		Culture <ul style="list-style-type: none"> Ethos of classroom Through content of unit Linking with other classes Connections made with Wider world Human Endeavour 	
<ul style="list-style-type: none"> Feedback (teacher to student – task / process / self-regulation) Use of word wall/phrases during group discussions Hands on activities (Investigation, experiment, walk and observe) Discussion (stand up hand up pair up, round robin, single roundrobin, time pair share, all record roundrobin, numbers head together, quiz quiz trade) Processing charts (list to guide thinking steps) 			
Apply			
<ul style="list-style-type: none"> Use of word wall in writing Feedback (teacher to student, student to student) Self-Assessment/Rubric Processing charts (list to guide thinking steps) 			
Language of Learning	Language for Learning	Language through Learning	
太阳系, 行星, 恒星, 太阳	人类如何观察及了解星系的? 行星及恒星间的关系?	。。。是恒星因为。。。 。。。是行星因为。。。 会发光, 不会发光	
Plenary			
<ul style="list-style-type: none"> Teacher to student plenary questions 太阳系怎么形成的? Student to teacher feedback/exit slips/what strategies worked best for you? 			

1st Questionnaire 28/02/2022

2nd Evaluation 16/03/2022

3rd Checkpoint 4/05/2022

CLIL Planning (Science) Reflection -Part Two 28th February 2022

- Confidence level of you to use this CLIL planning template, please choose from 1 (least) to 5 (very)?

- How is your term /weekly plan relating to the CLIL planning template, please choose from 1 (least) to 5 (very)?

- How often do you reflect on your CLIL Science term plan? Weekly? Every 4 weeks? Once a term? Never?

- Which part of the CLIL planning template you find you need more support? _____
- Which part of the CLIL planning template you can support others? _____
- Any ideas for the CLIL planning template to be improve? _____



CLIL PLANNING SUPPORT

Which part you find you need more support?

- ❖ Not yet
- ❖ Nil
- ❖ Visible learning and clear in 4CS and communication part
- ❖ **Planning circle X 3 responses**
- ❖ Language for learning

Which part you find you can support others?

- ❖ Target language
- ❖ Global goals
- ❖ Work samples
- ❖ None
- ❖ Communications (LOL, LFL , LTL) *2 responses
- ❖ Understand the template and use it effectively

2022 SCIENCE INQUIRY SKILLS TERM 2

TERM TWO 2022 SCIENCE INQUIRY SKILLS CHECK POINT

	Teacher Modelling	Poster	Big Questions	Worksheet	Language used in lesson	Student Output
Discovering 探索 主题/我知道						
Questioning and predicting 相关/不相干/预测						
Planning and Conducting 计划和实行						
Processing and Analysing Data and Information 处理和分析						
Evaluating 评估						
Reflection and Communicating 反思和交流						

The continuous reflections help us to inquire about our current teaching practise and improve on what we have done great already in order to deliver the best to our students.

Science Journal - Reading and Writing

Science Experiment Speaking, Listening and Reading





世界万物真神奇，我们一起来探索。

dì yī gè jiē duàn shì tàn suǒ wǒ men xū yào zhī dào zhǔ tí hé dà wèn tí.
 第一个阶段是探索。我们需要知道主题和大问题。
 wǒ men yào xiě wǒ zhī dào.
 我们要写我知道。

Discovering zhǔ tí 主题	wǒ zhī dào 我知道
dà wèn tí 大问题	lì zēn yàng gǎi biàn wù tǐ de yùn dòng zhuàng tài? 力怎样改变物体的运动状态?



在白天, 我可以见到:	在黑夜, 我可以见到:
out door activities	stars
Rain bows	fire flies
white clouds	moon
blue sky	fire works
School time	night outdoor movies
flowers	children in bed
flying kites	car lights
butterflies	dark blue sky
bright sun	milk way
people doing activities	bats



Chinese Immersion Learning Strategies

across all Chinese immersion learning areas



Chinese Immersion Learning Strategies



中文沉浸式课堂学习策略

We are learning by

1. Referring to WALT and WILF
2. Using full body learning
3. Identifying repeated vocabulary/sentences
4. Observing teacher's body language
5. Viewing visual resources
6. Watching teacher's modelling and thinking along
7. Using Word Wall
8. Applying sentence starters / structures
9. Seeking peer support
10. Utilising Oberthur's Big Six
 - Resilient
 - Collaborates and Cooperates
 - Seeks Feedback
 - Is Reflective
 - Self Regulates
 - Enjoys Challenges

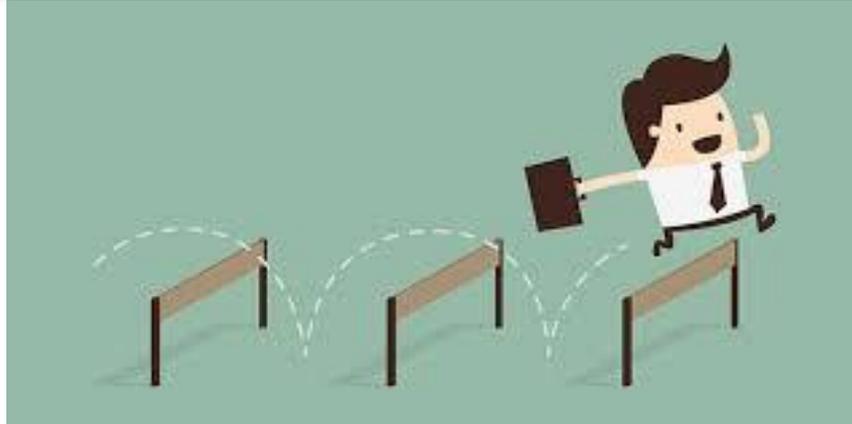


PART 5

Challenges

Resources

Planning



Time

Support

Planning and Practice on Content and Language Integrated Teaching (CLIL)



Thank You & Questions

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