

2022

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

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Oberthur Primary School, Western Australia
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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

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What is CLIL?



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Challenges

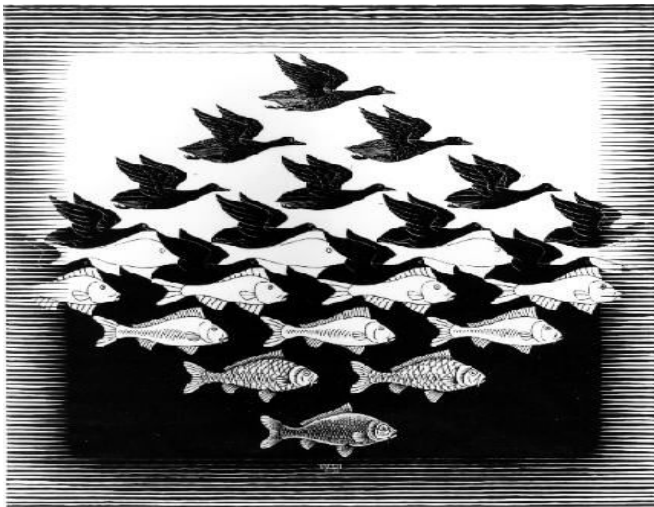
PART 1 What is CLIL?



“Content and Language Integrated Learning is a **dual-focused** educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus **not only on content**, and **not only on language**” (Coyle et al 2010, p. 1).

That is, the content and the language are interwoven, even if the emphasis is greater on one or the other at a given time.

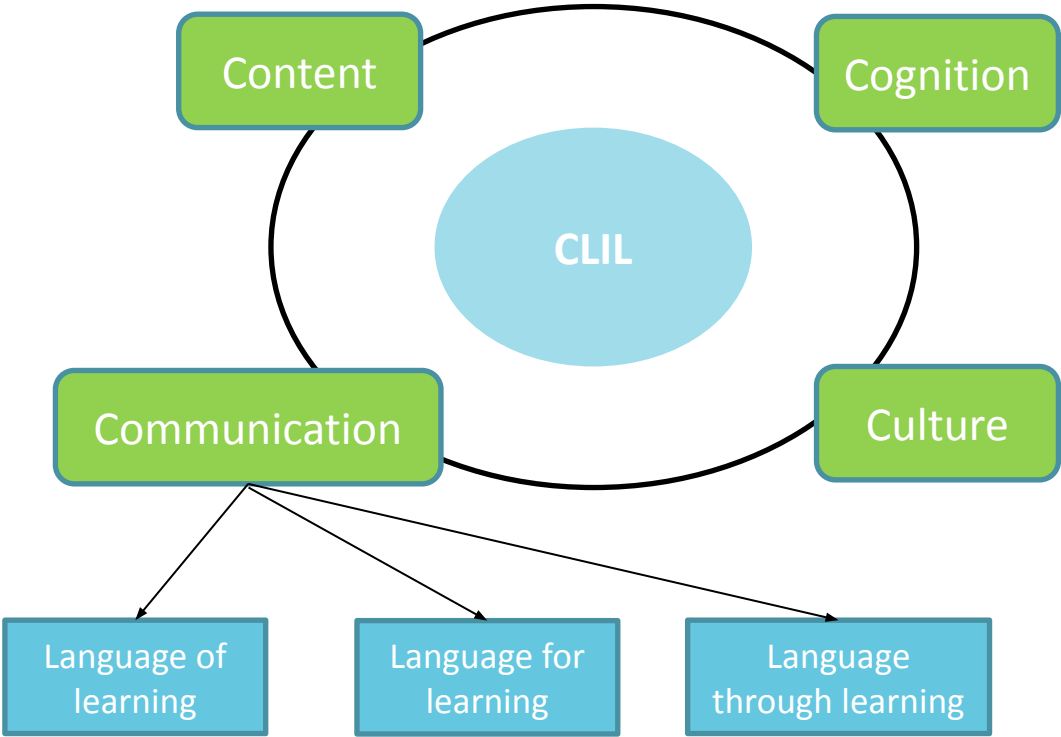
1. What is CLIL?



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			

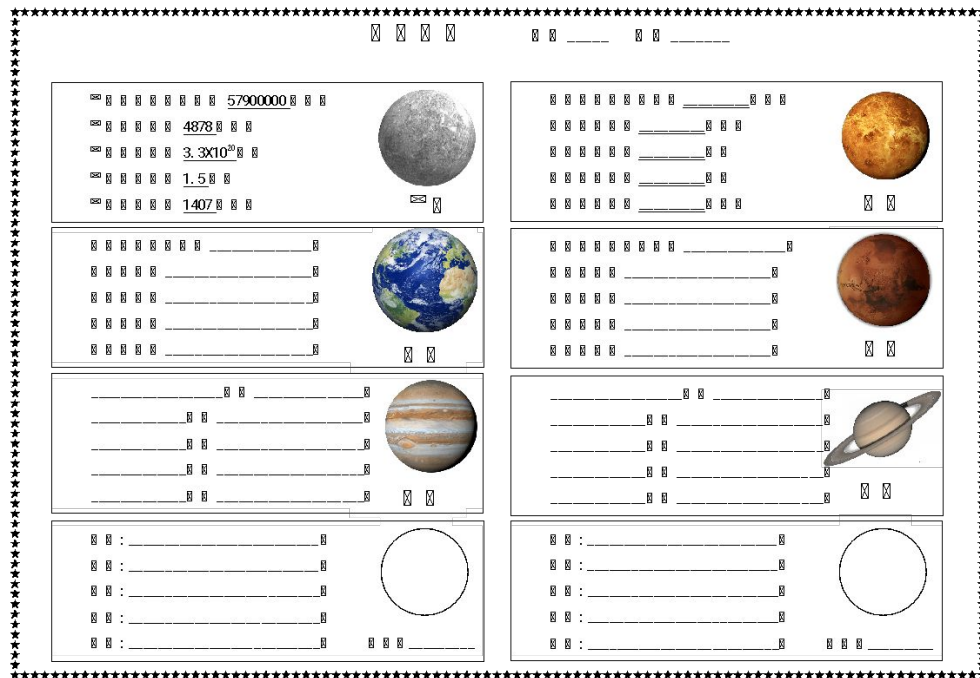
2. School Context

Time Table Example

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



3. Integrated Examples

Maths



Time & Clock
3D Shapes
Direction



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



Chinese
Literacy

我的周一周 非常棒!

我的一周 My Week 活动 梁宜恩 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。
Math 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。

二一九年九月四号星期三

Earth 面: 它有1个面。 棱: 它有0个棱。 角: 它有0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1个面。 棱: 它有0个棱。 角: 它有0个角。
Box 面: 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。	Cylinder 面: 它有3个面。 棱: 它有2个棱。 角: 它有0个角。	Triangle 面: 它有3个面。 棱: 它有3个棱。 角: 它有3个角。
Ice cream cone 面: 它有2个面。 棱: 它有1个棱。 角: 它有1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1个面。 棱: 它有0个棱。 角: 它有0个角。	Triangle 面: 它有3个面。 棱: 它有3个棱。 角: 它有3个角。

描述从出发点怎么到达毛虫。(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 ✓

CS Scanned with CamScanner

句型: 向...走...格。

3. Integrated Examples

Science



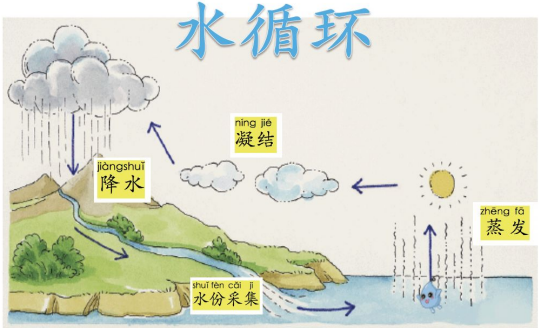
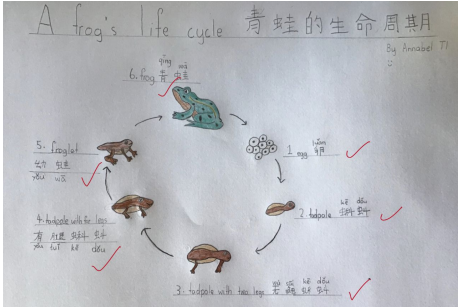
Life Cycles
Water Cycles
Science experience



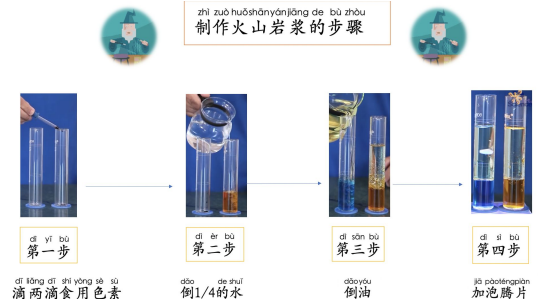
Story sequence
Speaking & Writing practice
(Description)



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*

姓名: _____

④ 对的答案。

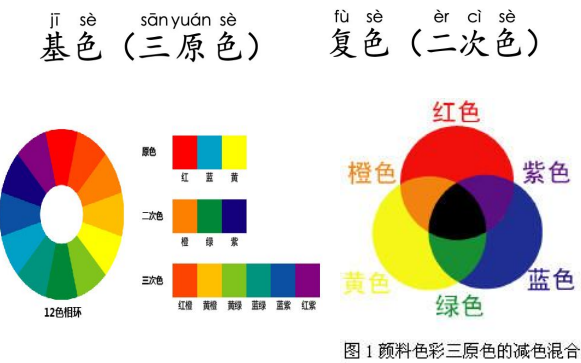
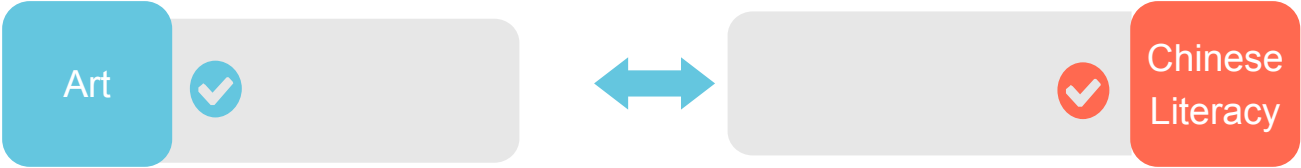
	翻 Flip →			
	转 Turn →			
	平移 Slide →			

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
		



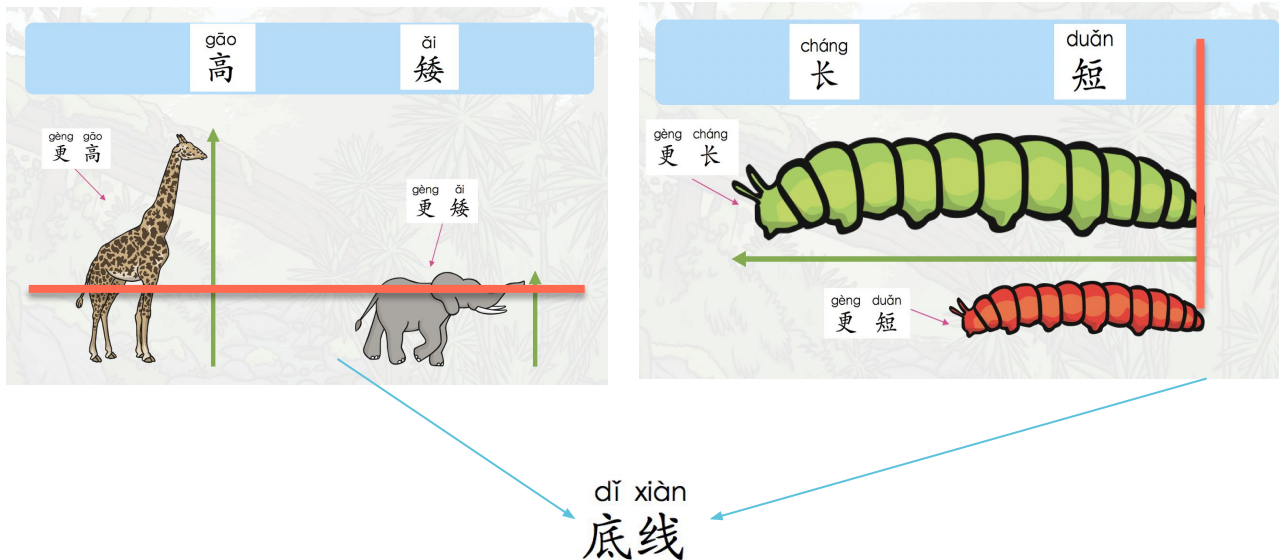
3. Integrated Examples



教授颜色

比较长度和高度

Maths Measurement & Chinese Literacy



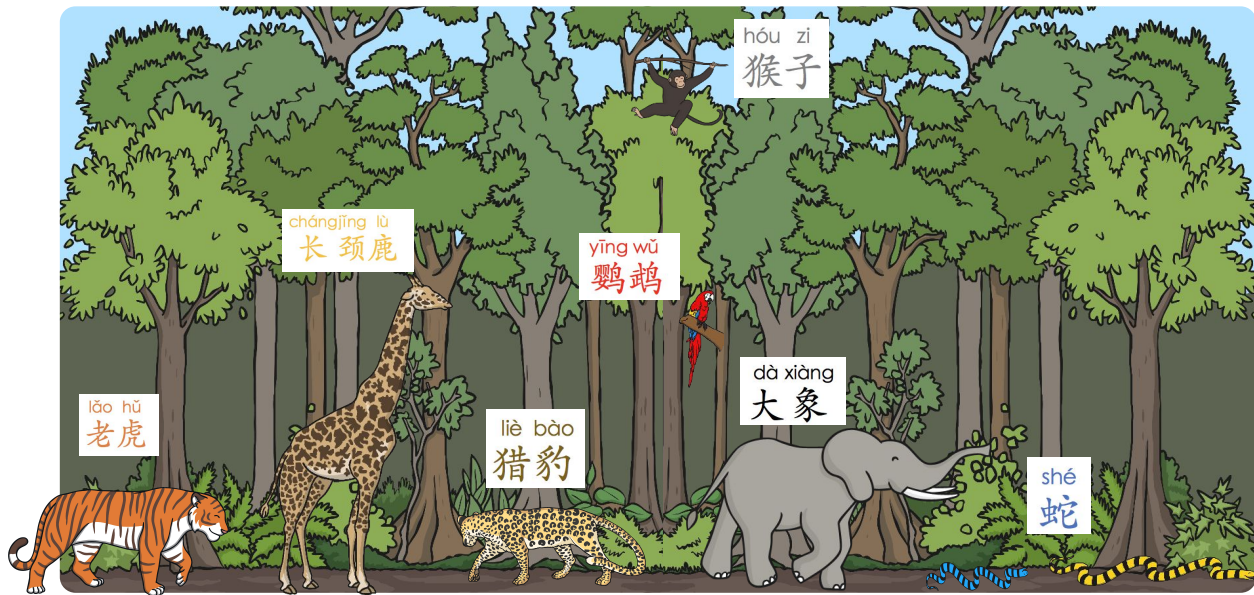
Tis:

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。

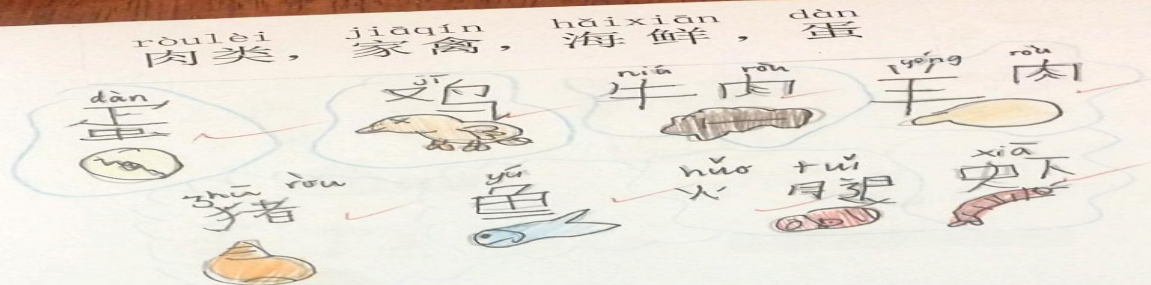
gāo ǎi hé chángduǎn

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

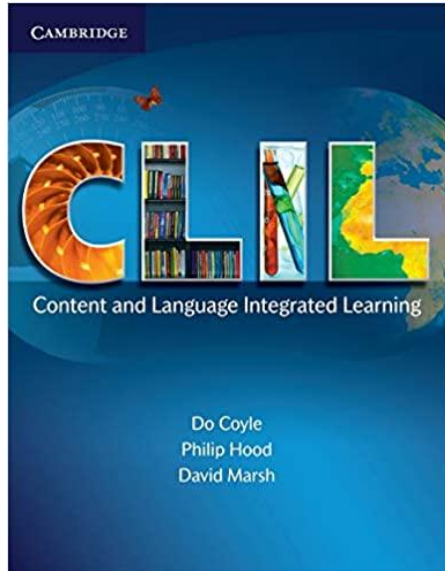
Name Tar yn D

Class A6

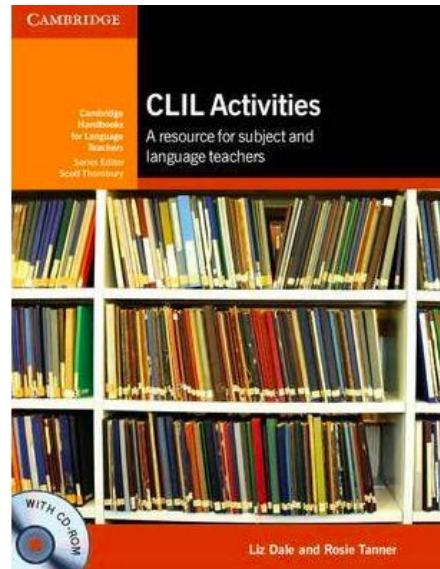
PART 4

CLIL Planning Program

Science CLIL planning program



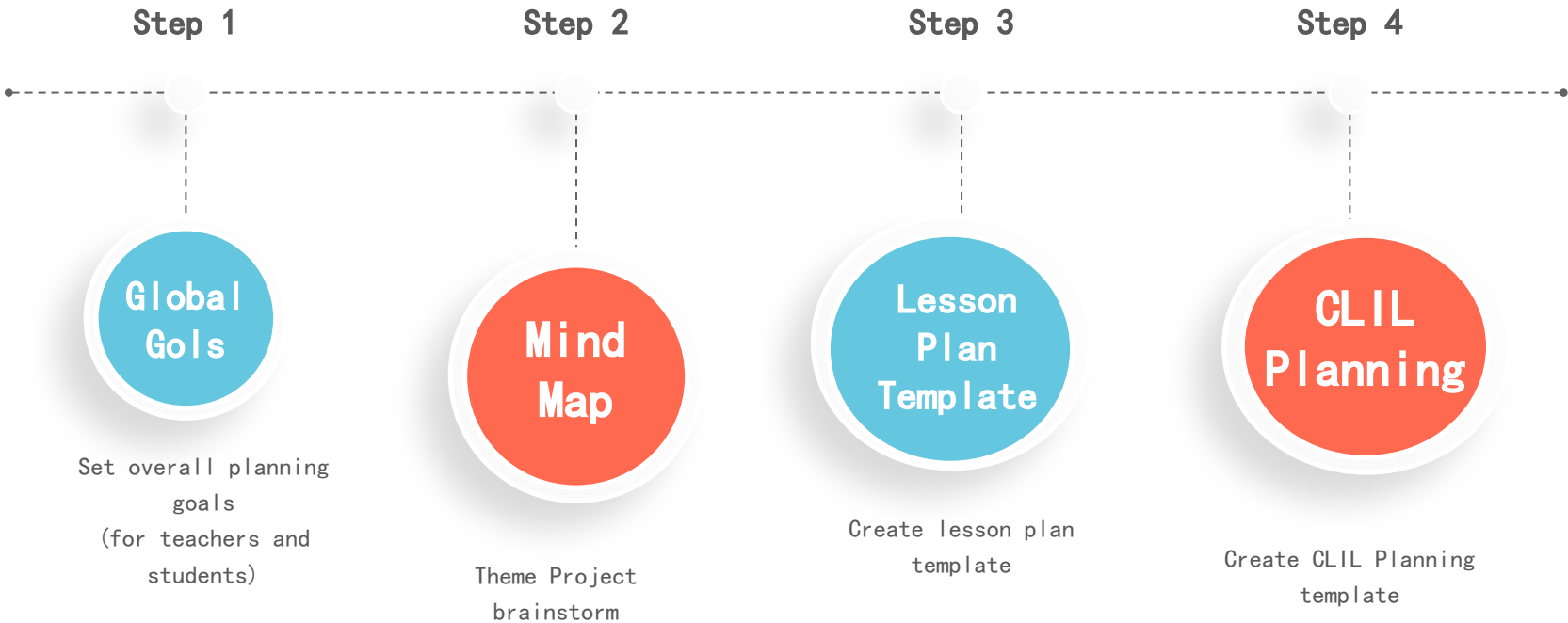
Coyle, Philip & David, 2010



Liz Dole & Rosie Tanner 2012



Transforming theory into practice



4. CLIL Planning

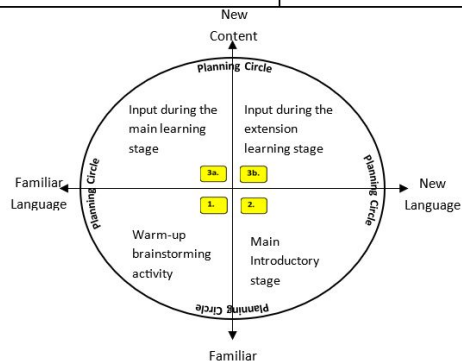
Step 1: Set global goals

Science Western Australian Curriculum Year 4 TERM 1 2022 AC

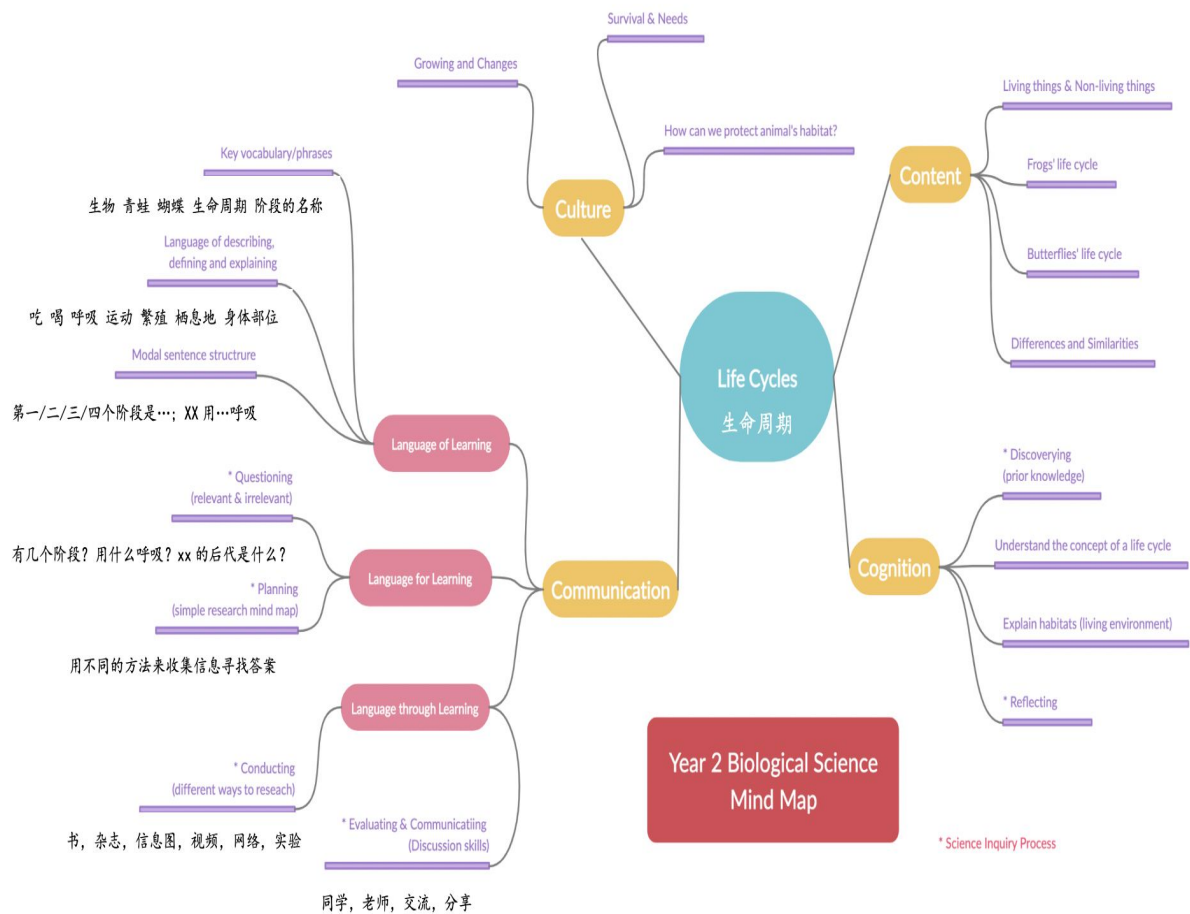
Science Understanding				Inquiry Skills					Science as a Human Endeavour	
Biological Sciences	Chemical Sciences	Earth and Space Sciences	Physical Sciences	Questioning and Predicting	Planning and Conducting	Processing and Analysing Data and Information	Evaluating	Communicating	Nature and Development of Science	Use and Influence of Science
Living things have life cycles Living things depend on each other and the environment to survive	Natural and processed materials have a range of physical properties that can influence their use	Earth's surface changes over time as a result of natural processes and human activity	Forces can be exerted by one object on another through direct contact or from a distance	<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 equipmentConsider 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 trendsCompare 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
				Achievement Standard						
<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.				<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	
CG5	I want students to understand the benefit of learning in CLIL. (4 C's Culture)
CG6	I want students to use metacognitive skills and understand how they learn in a CLIL classroom,
CG7	I want CLIL learners to be able to achieve their potential in both content and language learning.
CG8	I want to motivate learners to learn in a CLIL environment. (Students have skill, will and thrill)
CG9	I want learners to feel confident when learning in the target language (L2).



Step 2: Theme project Brainstorming



Step 3: Create CLIL planning template

Planning		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 QLL 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 		<div> <div>The Cognitive Process Dimension</div> <div>The Knowledge Dimension</div> </div>	
Show and Share			
<ul style="list-style-type: none"> • Word Wall • WAGOLL/WABOLL (feedback to it while showing and sharing) • Rubric • Vocabulary cards 		<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 categories, knowledge of principles and generalizations, knowledge of theories, 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)			
<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) 		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) 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	Culture
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？	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湿度，种子发芽需要氧气 用风来传递	<ul style="list-style-type: none"> • Ethos of classroom • Through content of unit • Linking with other classes • Connections made with • Wider world • Human Endeavour

WEEK/ LESSON	AUSTRALIAN CURRICULUM	SPECIFIC LESSON	ASSESSMENT (what & how)	KEY QUESTIONS	TEACHING & LEARNING EXPERIENCES	RESOURCES
	LINKS	OBJECTIVE			(include learner diversity)	
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

4. CLIL Planning

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		<p>Lower-order processes:</p> <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) <p>Higher-order processing:</p> <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)		<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 categories, knowledge of principles and generalizations, knowledge of theories, 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)				
<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		Culture		
<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	<ul style="list-style-type: none">• Ethos of classroom• Through content of unit• Linking with other classes• Connections made with• Wider world• Human Endeavour	
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

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

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

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

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

4) Which part of the CLIL planning template you find you need more support? _____

5) Which part of the CLIL planning template you can support others? _____

6) Any ideas for the CLIL planning template to be improve? _____



2nd Evaluation

16/03/2022

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

3rd Checkpoint

4/05/2022

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/猜测						
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



探索

世界万物真神奇，让我们一起来探索。

di yi ge jie duan shi 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。

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



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

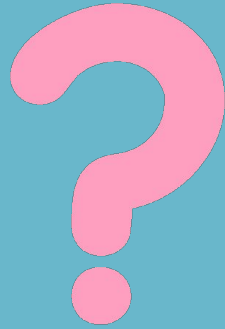
Planning



Time

Support

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



Thank You & Questions

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