

Clil A Lesson Plan

A School Garden Project. A Planned CLIL Unit Jennifer Müller

2023-05-15 Lesson Plan from the year 2022 in the subject Didactics for the subject English - Miscellaneous, grade: 1,3, Martin Luther University (Institut für Schulpädagogik und Grundschuldidaktik), course: Content and Language Integrated Learning in the Classroom, language: English, abstract: One of the main characteristics of CLIL is that students learn about content e.g. science, ethics or physical education and through an additional language other than their mother tongue. When it comes to evaluate the potential of CLIL, the pros and also the challenges of teaching content and language at the same time have to be considered. Therefore, it should also be differentiated that there are differences between Hard CLIL and Soft CLIL. Hard CLIL focuses on the main goal of acquisition of subject knowledge. It is taught by a teacher of this specific subject who has to follow the curriculum. Other than that, Soft CLIL puts emphasis on language benefits and takes up parts of the curriculum of a subject only. There, the teacher of a foreign language holds the lesson or units. During our seminar, we focused on Soft CLIL but there is still a lack of already prepared and tested material for both types of CLIL. The choice of which CLIL is implemented often depends on several factors like teacher availability, amount of time, the capacity to implement CLIL in general, networking etc.¹³ It is obvious that there has to be thoughtful planning before implementing CLIL in schools. But not only before implementing CLIL in the classrooms but also while preparing specific units there has to be thoughtful planning as well because there is a lot to convey in CLIL lessons e.g. the vocabulary and basic skills like reading, listening, writing, speaking as well as the subject content. To plan a good lesson, the teacher has to be and has to prepare much material using e.g. scaffolding and glossaries. This fact can cause time problems for the teacher. Apart from that a challenging

factor could be the overload of subject input. Some students struggle with language issues and therefore could have problems to process the content in the appropriate depth. That makes it necessary to very closely supervise the process but this, depending on the number of students, can sometimes be quite challenging. The teacher has to provide a range of necessary vocabulary with subject terminology to make sure the students are able to follow the content.

Encouraging Multiculturalism in History Class. An Illustration of Planning an extensive Reading Project in a "Content and Language integrated learning Class" Lisza-Sophie Neumeier 2020-10-26 Seminar paper from the year 2020 in the subject Didactics for the subject English - Pedagogy, Literature Studies, grade: 2,0, University of Vienna (Department of English and American Studies), course: VK Literature for Language Teachers, language: English, abstract: In this paper, a fourth form "Content and language integrated learning" reading project, which is concerned with raising awareness and promoting a multiculturalist society, is presented. Affiliated with the course objectives of Literatures for Language Teachers, the underlying research questions are: How does the reader perceive the way that monoculturalism is challenged in the novel *The Lottery's Plus One* by Emma Donoghue? And how can an extensive reading project on the novel *The Lottery's Plus One* by Emma Donoghue promote multiculturalism in "Content and language integrated learning" history classes? In the first part of this paper, the necessary theoretical concepts will be introduced. The second section will consist of an analysis of the novel *The Lottery's Plus One* by Emma Donoghue. Lastly, the third part will integrate the theoretical background with the analysis of the book in the form of a "Content and language integrated learning" extensive reading project in history with an attached lesson plan.

Designing and Analyzing Content and Language Integrated

Learning (CLIL) Lesson Plans for Primary Education □□□ 2018**The Potential of Teaching Politics in English** Janine Franke

2012-11-26 Bachelor Thesis from the year 2012 in the subject Didactics for the subject English - Pedagogy, Literature Studies, grade: 1,0, Dresden Technical University, course: Gemeinschaftskunde / Sozialkunde, English, language: English, abstract: Within the last twenty years the concept of content and language integrated learning (CLIL) has gained enormous popularity among German schools. This trend might indicate a positive development towards increased bilingual competence in different fields, such as social studies, science and technology. However, many teachers are sceptic. They are afraid that by teaching their subject in a foreign language, they lose precious time necessary for teaching subject specific contents. The question of how an integration of language and content learning should be established is still being discussed. It is generally agreed upon the fact that CLIL is not to be considered as simple extension of foreign language learning but as interweaving of content and language - of theoretical and practical knowledge. Nevertheless emphasis is laid on subject specific contents, many teachers are not sure to what extent and in which way the foreign language as the predominant medium of instruction is to be taught. Moreover, in Saxony there neither is a curriculum, nor are there any recommendations specifically developed on the needs of different subjects taught in the integrated way. This relatively new concept of instruction requires teachers to be strongly committed and willing to invest extra time and work in order to turn the idea of CLIL into a successful attempt of learning and teaching. Considering the effort that has to be made, there must be a strong motivation for establishing such learning environments. Some teachers may think that by learning contents through the medium of a foreign language, foreign language acquisition happens automatically; others favour the potential of intercultural learning. In order to find out about some of the reasons why content and language integrated learning is currently being such a success in German schools, I would like to examine the example of political education in Saxony and its potential of being taught in English.

For clarifying the notions applied later on, I will firstly consider the linguistic concept of bilingualism and then outline the rationale of content and language integrated learning giving an overview of current approaches towards CLIL. Afterwards I will consider general principles and aims of political education and foreign language teaching. By analysing and comparing the Saxon curricula of the subjects English and politics I will try to find the benefits and challenges emerging from teaching politics in English.

Clil Exemplified Through the Teaching Topic Multiculturalism in Berlin and London in the Subject of Political Science Julia Bennett 2010-10 Seminar paper from the year 2010 in the subject Pedagogy - Intercultural Pedagogy, grade: 2,0, University of Kassel (-), course: Introduction to Bilingual Teaching, language: English, abstract: 1. Introduction In this paper, I would like to clarify the importance of bilingual teaching as an innovative and modern development in scholastic education. I would like to do so on using as an example of a lesson I developed on "multiculturalism in Berlin and London" which could be subject matter for a 9th grade political science class in Germany. A requirement for the topic of this paper was to combine the two courses of module 5b ("An Excursion to London," and "Introduction to Bilingual Teaching"), which I attended during summer semester 2009 and winter semester of 2009/ 2010, with my content subject, political science. At the beginning of my work, I would like to define the term "Content and Language Integrated Learning" (CLIL) and thus point out the inconsistency in the usage of this term. Furthermore, I would like to focus on various justifications for bilingual teaching. In this context it is important to examine and illustrate the importance, potential, and future prospects of CLIL. In addition, this work demonstrates the objectives of bilingual teaching. The concept of bilingual teaching is supported by the paradigm of Language Awareness which will be discussed in detail in this paper. Another focus of this work will be to put CLIL into a suitable context within the chosen topic of multiculturalism in the European metropolises of London and Berlin. The broad term "multiculturalism" will be defined in advance in this work in order to avoid

misunderstandings. Moreover, I will present some material for bilingual political science that I partly used as a becoming teacher during my internship in a German High School in the city of Kassel. This material mostly consists of empirical data about the ethnic population structure in London and Berlin that should be analyzed and

Planning Change, Changing Plans Denise E. Murray 2008 Adapting change is crucial to success in any area of work. This book provides examples of educational innovation and change, and documents 12 different instances of innovative plans, all of which, while achieving some of the original goals, found both impediments and opportunities in the change process.

Interdisciplinary Research and Innovation in Bilingual and Second Language Teacher Education M. Dolores Ramírez-Verdugo 2024-04-12 The book provides a comprehensive overview of international pedagogical approaches, research, innovation experiences, and best practices in bilingual and second language education to enhance bilingual teacher education programs. The book clearly outlines the need for an interdisciplinary and interconnected approach to effecting successful bilingual teacher education programs. Featuring practical examples from a wide range of geographic contexts throughout, the volume comprises diverse pedagogical approaches to bilingual and second language teacher education, bilingual and plurilingual education, storytelling, digital storytelling and digital technology, and content and language integrated learning (CLIL), including methodological strategies in bilingual education as well as quality standards in CLIL syllabus design assessment. The book concludes by reflecting on the lessons learned from research, and identifies future directions for bilingual education programs and bilingual teacher education. The volume will be of interest to students and scholars in bilingual and second language education, bilingual teacher education, CLIL, as well as educators and stakeholders in bilingual, CLIL, and English teacher education degree programs.

A Journey through the Content and Language Integrated Learning Landscape Carmel Mary Coonan 2017-11-06 Interest in Content and

Language Integrated Learning (CLIL), in Europe and beyond, has increased exponentially since it first appeared on the scene in Europe in the early 1990s. CLIL has grown to become a much-discussed topic of language education today, with the number of publications pertaining to the field continuing to increase. Researchers, teachers, teacher trainers, course planners and others involved in CLIL are constantly searching for new studies to help them understand how CLIL is evolving and how best it can be implemented. As the concept is now informing the pedagogical principles of different educational realities, research and reflection are now required to further understand its potential and implications, its inherent difficulties and possible applications. This volume was conceived with this idea in mind. The book primarily covers three macro areas: learning, teaching and training. It provides insight into the latest areas of research and reflection that are characterizing the CLIL field in the current decade. The wide range of topics covered reveal, for example, a shift in interest towards CLIL at the tertiary level, focusing on lecturer and student perceptions and problems.

Language Policy-planning in a Multilingual European Context Patrick Studer 2008

Content and Language Integrated Learning. An Exemplary Lesson Plan 2024-04-18 Seminar paper from the year 2018 in the subject Didactics - English, grade: 2,0, University of Göttingen, language: English, abstract: This paper is dedicated to the concept of CLIL (Content and Language Integrated Learning). In order to get a good impression of what this means, the first chapter will introduce the concepts and theory of CLIL and explain why it should be used. In the following chapters I will present a lesson I have developed about the structure of North American cities. In this lesson, the learners will draw their own map of Rochester, NY, guided by a step-by-step instruction and finally, I will reflect the lesson and evaluate it. It becomes indisputably more important to be able to speak more than one language, as the world is constantly growing together. This raises the question, what ways there are to obtain the skill to speak another language apart from the native language. The appendix includes the complete material for the lesson -

including worksheets and everything else that was used - as well as the lesson plan.

Long Serve in Badminton. Lesson Plan for Badminton Techniques and Tactics in CLIL Sara Ekici 2016-09-16 Seminar paper from the year 2008 in the subject Didactics - Sport, Sport Pedagogy, grade: 1,00, University of Kassel (Fachbereich für Sprachwissenschaften - Bilinguales Unterrichten), course: CLIL: : Classroom Observation, Analysis and Evaluation, language: English, abstract: By the example of the topic "Badminton - the long serve" we will show the importance and relevance of CLIL classes in physical education. Here in this case, not a typical American or English sport, we show its relevance and possibilities for vocabulary training and to learn how to describe movements in English and how to correct mistakes and talk about the actions and rules. Intercultural learning is possible with nearly every sport and with its specialities P.E. lessons are perfect for CLIL. First the aims of CLIL classes for the subject of physical education are described. Then, in the end it is important to see that, opposed to general assumptions, there are several CLIL aspects that can be easily implemented in physical education classes.

Lesson Planning for Effective Learning Martin Fautley 2013-10-16 Lesson planning is the essential component of every teacher's practice and the development of a teacher's skill is built explicitly on a rigorous approach to planning. This goes beyond just written plans and includes a process of mental preparation, anticipation, rehearsal and performance - all essential elements of the craft of teaching. This book offers heaps of useful advice and key ideas related to planning an effective lesson. With clear links between the preparation of writing a lesson plan, and the delivery of that lesson plan through your teaching, this book explores: Common components of lesson planning including learning objectives, learning outcomes, starters, teaching activities and plenaries The lesson plan document: what it can and can't do Teaching 'style' and your role in bringing lesson plans to life within your classroom Common pitfalls, including time management, over- and under-running, optimum learning time, and activity sequencing Broader strategies such as differentiation,

personalisation and assessment Sample lesson planning documents from real teachers Whatever age of pupils you are teaching, or whatever subject you are teaching, this book helps you develop a clear and concise approach to lesson planning that is an essential and integral part of becoming an effective teacher. "This is essential reading for all teachers, teacher educators and policy makers. For new entrants to the profession, it offers the opportunity to think beyond the notion of folk pedagogies and to consider how a more powerful theoretical framework might underpin lesson planning. It presents essential analysis as to why common approaches to teaching and learning have emerged and become embedded - this provides a great opportunity for more experienced teachers to develop a deeper critical understanding of their practice." Kate Laurence, Institute of Education, University of London, UK "At last! A plain speaking book on effective lesson planning .Lesson Planning for Effective Learning by Martin Fautley and Jonathan Savage combines theoretical perspectives with really useful, instantly useable examples from everyday practice." Andrew R. Mackereth, Headteacher, Heart of England School "In their latest book, Martin Fautley and Jonathan Savage start with practice and, in deconstructing what teachers do every day, apply their deep thinking and reasoned consideration. This book articulates something of what it is to be professional for teachers of all types. I heartily recommend this book." Simon Spencer, Birmingham City University, UK "This book gives fantastic insight and practical strategies for teachers at all points within their career in order to encourage and embed reflective practice. A 'must have' resource for any school Teaching and Learning Group library." Hayley McDonagh, Senior Leader, Golden Hillock School, Birmingham. Former LA senior adviser working with Schools in Ofsted Category

Assessing Language Teachers' Professional Skills and Knowledge Rosemary Wilson 2015-01-31 "The growth in English language teaching worldwide and the related increase in teacher training programmes of all kinds highlight the need for greater accountability in the assessment of teachers. The need for formal summative assessment has taken on greater importance in training programmes and requires procedures

which do not always sit easily with the development process, while transparency of assessment procedures is also increasingly demanded by the candidates themselves. This edited volume discusses key issues in assessing language teachers' professional skills and knowledge and provides case study illustrations of how teacher knowledge and teaching skills are assessed at pre-service and in-service levels within the framework of the Cambridge English Teaching Qualifications. The volume provides: - discussion of ways in which the changing nature of English language teaching has impacted on teacher education and assessment - examples of specific assessment procedures for both teaching knowledge and practical classroom skills - accounts of the ways in which the Cambridge English Teaching Qualifications have been integrated into and adapted for local contexts. This is the first volume of its kind wholly dedicated to language teacher assessment and as such will be of interest to language teachers and teacher educators as well as to researchers and postgraduate students"--

[CLIL in Context Practical Guidance for Educators](#) Fred Genesee

2016-09-08 A collaborative series with the University of Cambridge Faculty of Education highlighting leading-edge research across Teacher Education, International Education Reform and Language Education.

[International Journal of Language Studies \(IJLS\) Ð volume 13\(4\)](#)

Mohammad Ali Salmani Nodoushan 2019-09-27 Special issue on ESP: Reflections and perspectives; includes and editorial, an introduction, and nine papers on English for Specific Purposes and CLIL.

Acquisition of Teaching Expertise in Content and Language

Integrated Learning Aini-Kristiina Hartiala 2000 Tiivistelmä.

Lesson Planning R.c.mishra 2009

Handbook of Research on Training Teachers for Bilingual Education in Primary Schools Estrada Chichón, José Luis 2023-02-06 Modern societies tend to demand innovative learning modalities in which foreign languages are used to teach content subjects from very early educational stages. Education authorities in different geographical areas of the world are currently working to determine how bilingual teaching should be developed depending, along with many other factors, on the initial

training of bilingual education teachers. On this basis, it is necessary to review how tertiary education institutions deal with the theoretical foundations and practical approaches necessary for this learning modality to train bilingual education teachers for primary schools. The Handbook of Research on Training Teachers for Bilingual Education in Primary Schools includes international experiences of teacher training for bilingual education in primary schools in which educators should be able to recognize themselves and identify concrete working formulas to apply in their daily work. Covering key topics such as teacher training, language learning, and primary education, this reference work is ideal for administrators, teacher trainers, policymakers, researchers, scholars, practitioners, academicians, instructors, and students.

CLIL Ma Consuelo Barranquero Ramón 2013

Learning to Plan Modern Languages Lessons Cheryl Mackay

2019-05-03 Learning to Plan Modern Languages Lessons contains a wealth of guidance and ideas for those learning to teach in secondary schools. Drawing on extensive experience and research in the field, it offers detailed explanation of basic lesson planning methods and the principles that underpin them, illustrated by worked examples of well-planned lessons. The book shows how to progress from planning smaller activities to full lessons to sequences of lessons, and how to ensure progression for your students. Specific aspects of language learning such as grammar and culture are explored, together with ideas for how to make your planning skills more effective in long-term collaborative and reflective practice. Starting from a presentation, practice, production (PPP) model of language teaching, the book aims to: provide structured, practical starting points in lesson planning for beginning teachers of modern languages (ML); deepen knowledge and understanding of ML as a subject and how it is learnt (pedagogical subject knowledge), in order to inform and support planning decisions; develop understanding of lesson planning as part of a planning cycle; enhance understanding of strategies and professional development opportunities to promote the further development of planning abilities. Including reflective/discussion tasks and example lesson plans Learning to Plan Modern Languages

Lessons is a must-read book for beginning and more experienced teachers of any modern language.

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