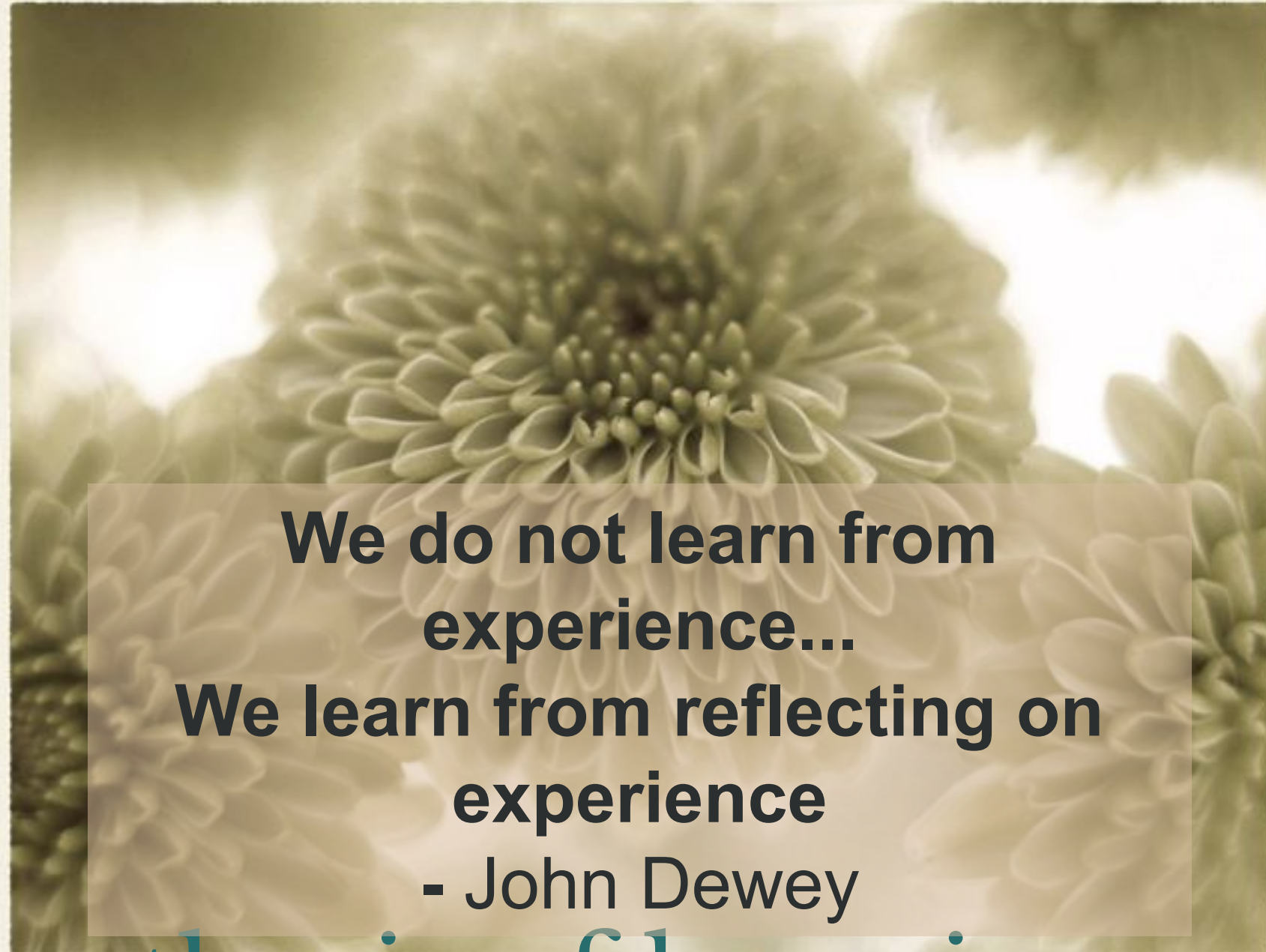


Building your CLIL portfolio

CLIL in Dublin: Content and Language Integrated learning



**We do not learn from
experience...
We learn from reflecting on
experience
- John Dewey**

Synthesis of learning and reflection

Reflective journal



CLIL UNIT

THE ANIMALS



3 +1 slide task

TASK 1 (*INDIVIDUAL TASK*)

REFLECTION ON MY DEVELOPMENT DURING THIS PROGRAMME

REFLECTIVE JOURNAL

This Reflective Journal is a useful means for your language and professional development. Please take a moment to reflect personally on the programme and write a few lines everyday on your thoughts.

Possible areas of reflection: My professional development today, Language Development, Cultural understanding, Participation in and Understanding of Debates, Talks, Group Work, Sharing of Expertise and Building of Future Partnerships (Dissemination Strategies), etc.

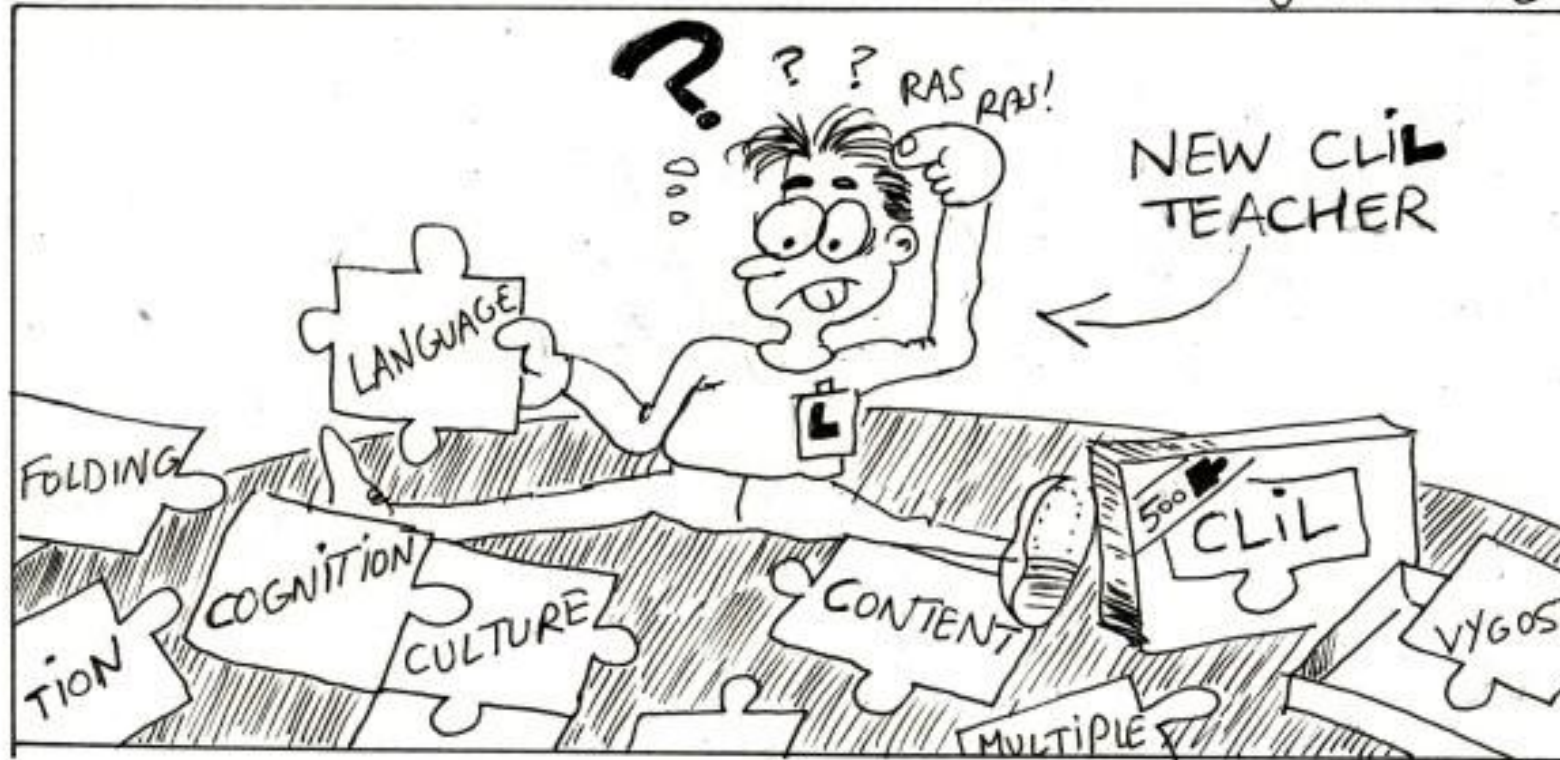
NAME: _____ Country: _____

Date: _____

To be sent to English Matters during the week after the course

CLIL TIMES

by PINÉIRO



Where am I in my CLIL journey?

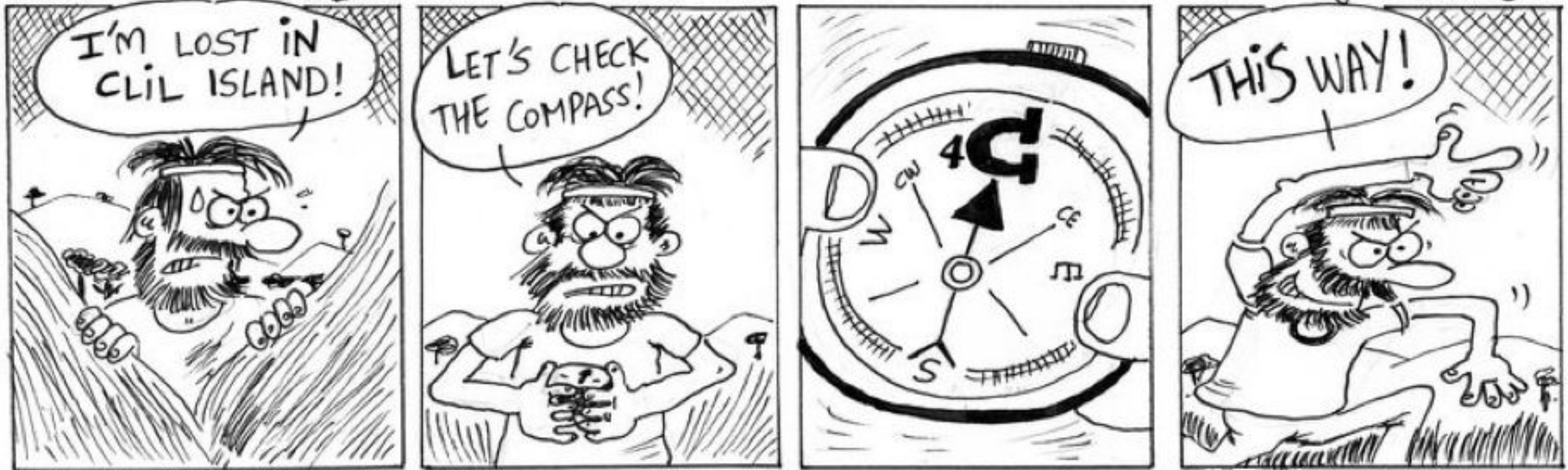
Do I know where I am going?

Do I know how to get there?

(Do I even want to go there?)

CLIL TIMES

by PINEIRO



Is there a recipe for success?

Am I good enough?

What result do I want to achieve?

What will happen to my weaker students?

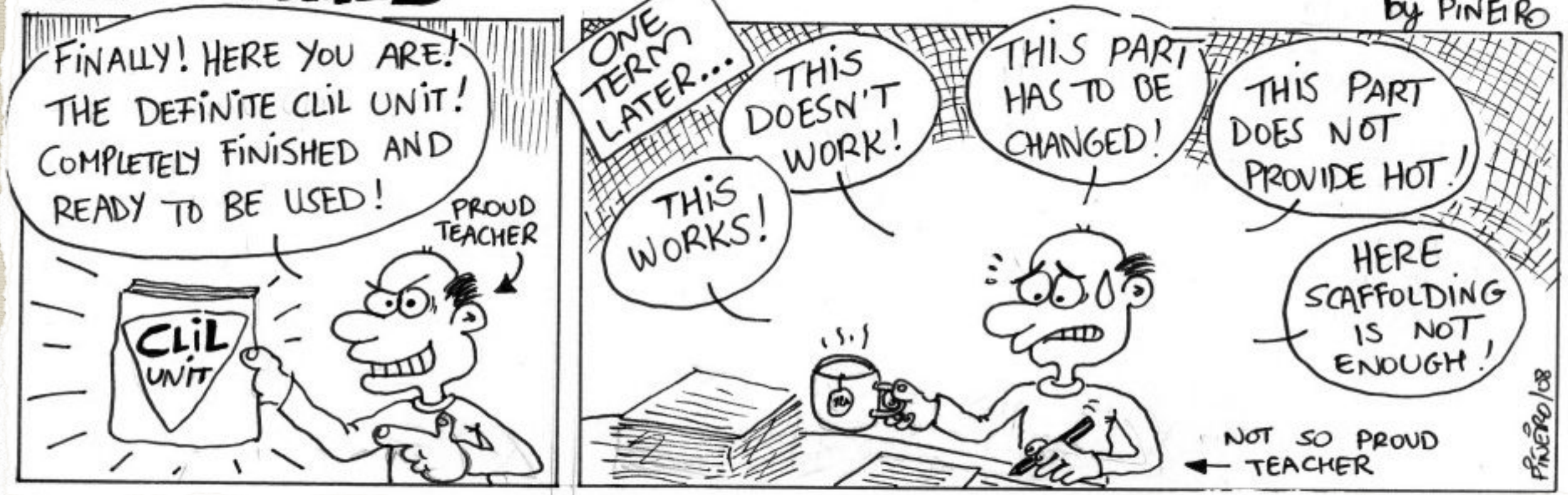
How can I help them?

Surely they won't learn!



CLIL TIMES

by PINÉIRO



What's the secret to a great CLIL lesson?

Reflective Journal

- This is like a diary, it is a description of your **personal** experience.
- Take notes of your impressions, feelings and frustrations on a daily basis about everything from food to cultural differences.
- Pay special attention to anything that you can bring with you to your classroom.



TASK 2 (*GROUP TASK*)

“©ontexts4Content” Focus

3 slides for Presentation of Learning:

Slide 1: Key ideas about your learning from your Erasmus+ course

Slide 2: Your selected picture/s as evidence of your cultural experience in the field projects proposed.

Slide 3: Practical application with students, related to Slide 2
(Dissemination of teaching & learning)

+ Slide CLIL: CLIL lesson layout.

To be disseminated on the last day of course (European Dimension)

“©ontexts4Content”: Places



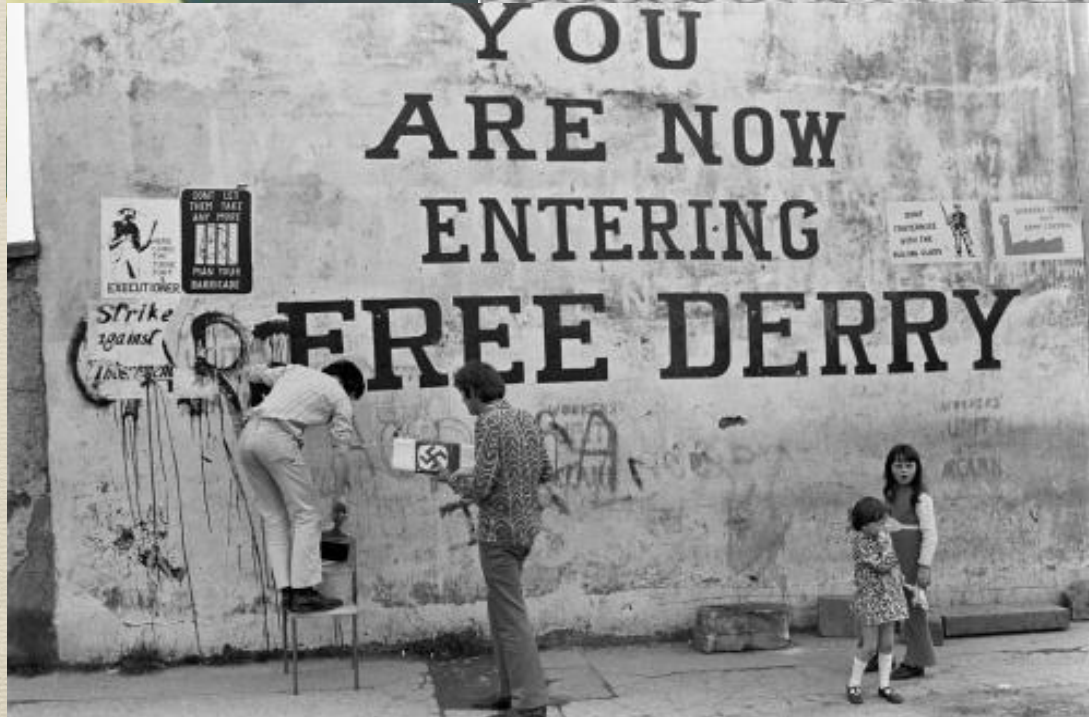
“©ontexts4Content”: Archaeology



“©ontexts4Content”: Christian Ireland



“©ontexts4Content”: Modern History



“©ontexts4Content”: Art



Bewley's interior0027
By Bewley's gallery ★ Favorite



Harry Clarke



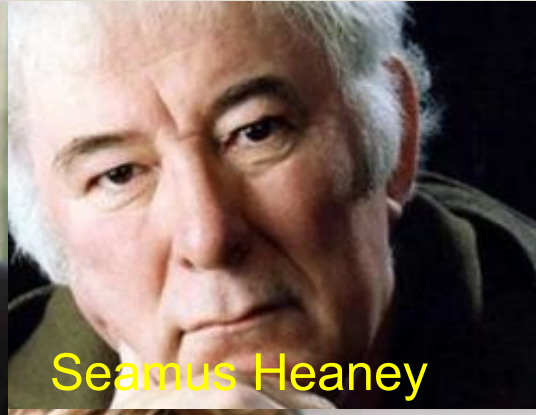
Jack B. Yeats



“©ontexts4Content”: Literature



John Banville



Seamus Heaney



W.B. Yeats



James Joyce



Oscar Wilde



Edna O'Brien



Sebastian Barry



Brian Friel



Maeve Binchy

"©ontexts4Content": Film



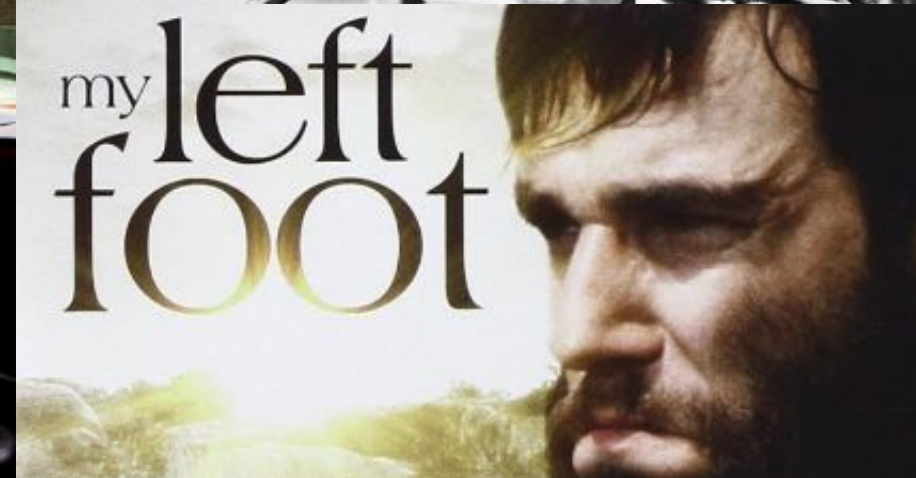
The Field



Brooklyn



The General

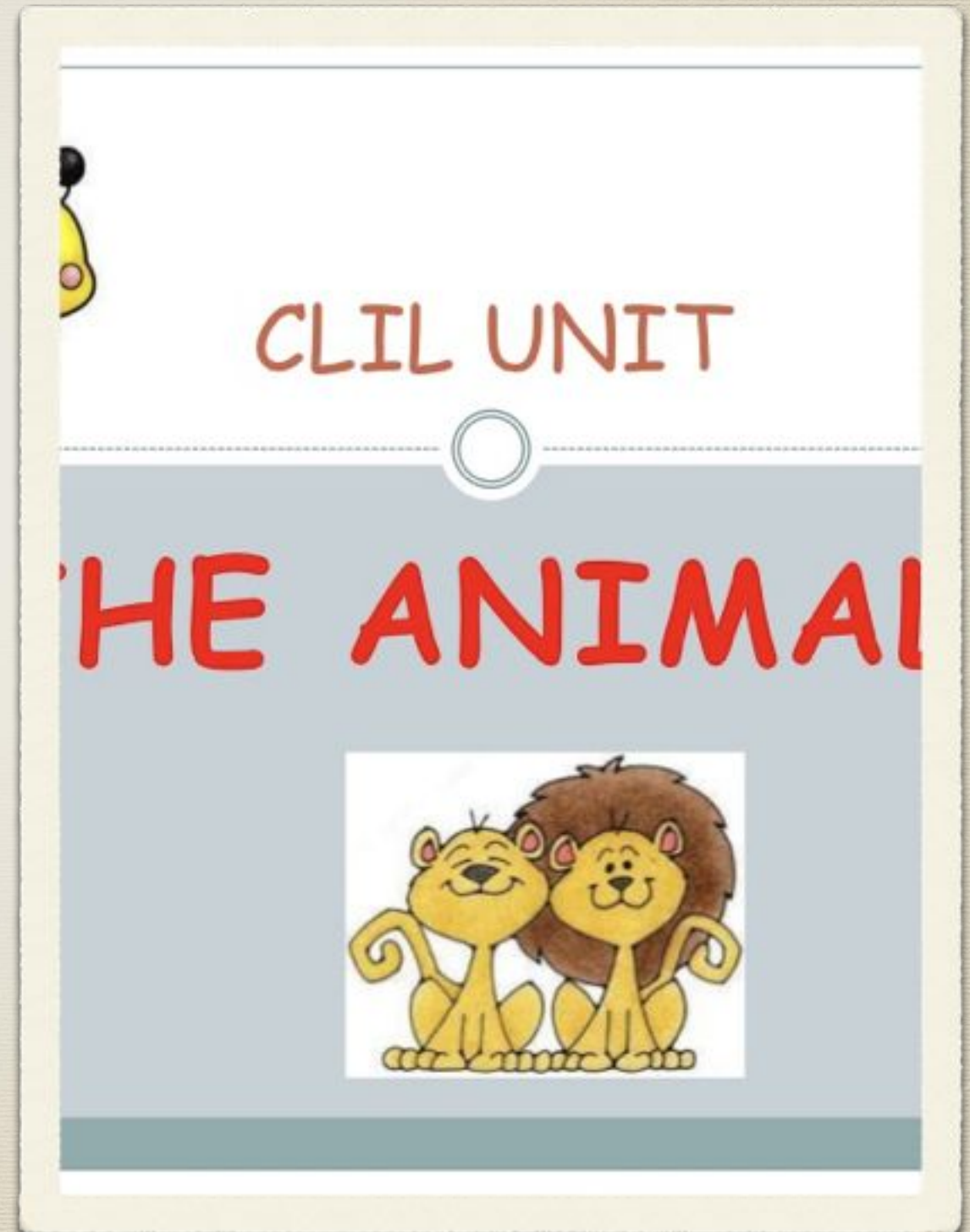


“©ontexts4Content”: Music&Dance



CLIL Unit

- A group activity. Groups are international and planned around a specific content area (subject).
- Plan a unit that you can take back to your school and share with your colleagues and students.
- It must be planned in relation to Contexts4Content.



CLIL UNIT

- You and your group will make a presentation about your unit on Thursday and you will describe some aspects of your unit including, objectives, content and some activities.
- Try to use the ideas and methods you see throughout the course, for example;
- Graphic organisers, cooperative learning, 4Cs and 3As, HOTS and LOTs etc

Portfolio:

Some examples
from former participants

Example

(from former participants in English Matters' Erasmus+ courses)

PORTFOLIO: "SLIDES TASK"
"©ONTEXTS4CONTENT"

Key ideas of the course

- PREPARATION of linguistic materials to obtain understanding and motivation
- DIFFERENTIATION of the activities to cope with students' individual level of L2
- COOPERATION in building knowledge
- READING TECHNIQUES to catch information
- SPEAKING FRAMES to help students expressing their knowledge in L2
- VISUAL ORGANIZERS as a scaffolding technique
- SPECIFIC ASSESMENT for CLIL students



1



2



3



4

Green in nature and in practices



5



6



7

Dissemination

- What all of these pictures have in common?
- Divide the pictures into two groups and explain the differences.
- Picture 1: what do you see? In your opinion, where is it?
- Picture 2: is recycling in your country different? Why is recycling so important?
- Picture 3: try to guess what it is and what they do there.
- Picture 4: do you know other examples of return schemes?
- Picture 5: are there green areas in your town? Do you think that we need more of them?
- Picture 6: order the means of transport you know in terms of comfort and sustainability.
- Picture 7: why do you think it is important to keep nature clean?

Practical application: Differentiation

Sustainable think-tac-toe

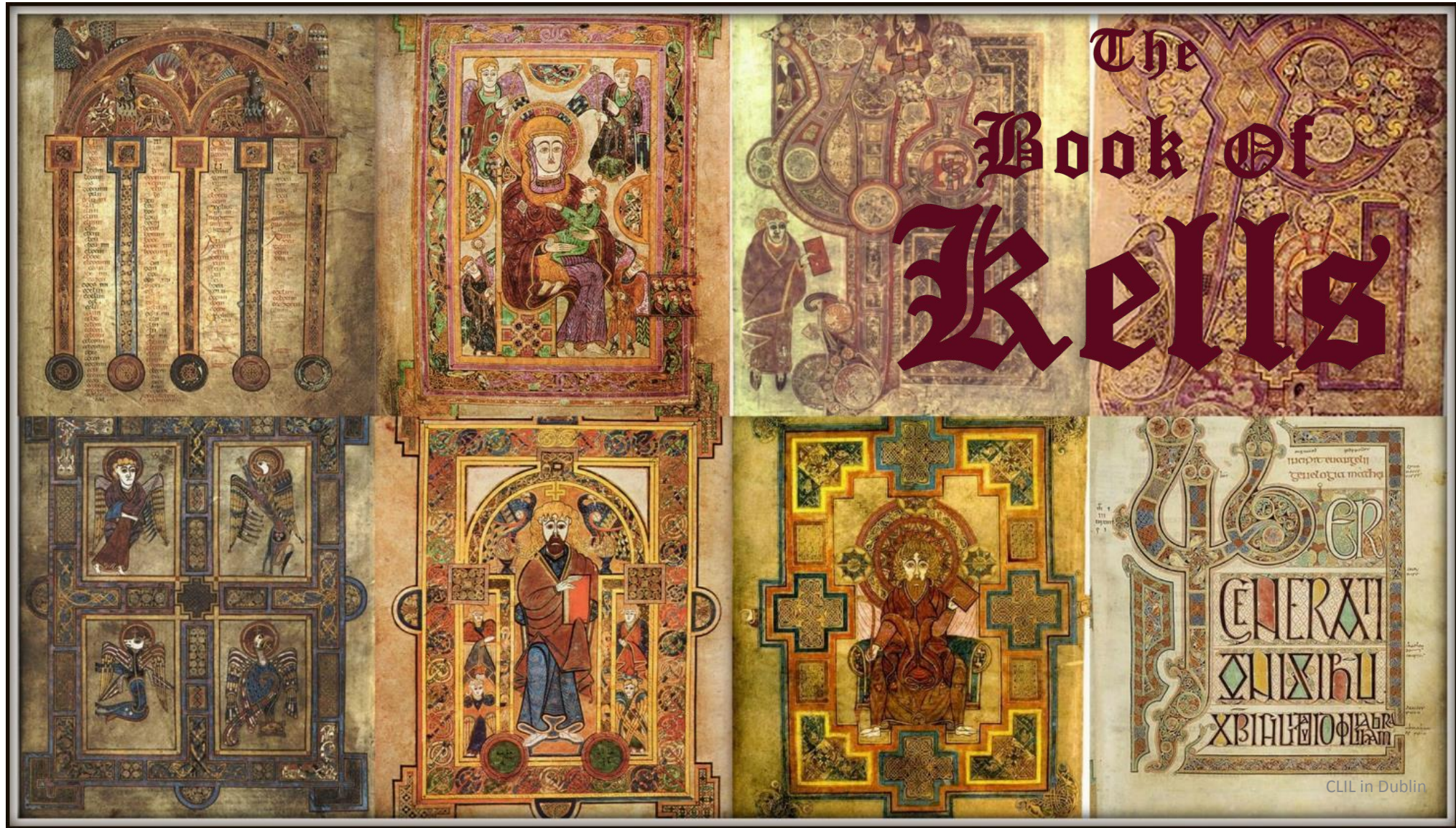
	DEFINE	IDENTIFY	CREATE
WASTE	Describe the different types of waste that you can produce.	How all these types of waste can be managed?	How can you change your behaviour to reduce the waste you produce?
POLLUTION	Describe the different types of pollution (e.g. air, water, soil) that you see around you.	Match the type of pollution with its source.	We are on Mars and two colonies should be connected. Which means of transport would you choose not to contaminate the planet? Explain the reasons of your choice.
ENERGY	How many sources of energy do you know? Describe them.	Divide the following sources of energy into renewable and non-renewable:	You are attending an UN meeting and you have the possibility to give five advices to fight the climate change. What would you tell them?
		<ul style="list-style-type: none"> • Oil • Uranium • Waste • Sun • Coal • Hydrogen 	

Example

(from former participants in English Matters' Erasmus+ courses)

PORTFOLIO: "SLIDES TASK"
"©ONTEXTS4CONTENT"





How to use *The Book of Kells*

The
Book of

Kells



- How were the folios (pages) of the Book of Kells created?
 - What is **vellum**?
- Name as many of the **materials** as you can that the monks used to **make** the Book of Kells.
- What did they use to **make ink**?
- What is a **pigment**? Can you name two?
 - Can you name three of the **ingredients** used to **colour** the Book of Kells? Try to find the **chemical composition**.



HOW WAS THE BOOK OF KELLS MADE?

Minerals were used by the monks to create pigments. These pigments made up the colouring that illustrated the Book of Kells. **Match the elements listed here with the questions below:**

Calcium, b. Sulphur, c. Hydrogen, d. Oxygen, e. Copper, f. Arsenic, g. Aluminium, h. Lead

1. Which element does the body take in when it breathes? (d)
2. Which element is used to make household pipes that carry water? (e)
3. Which element is found in milk and is good for your teeth and bones? (a)
4. Which element has been removed from petrol to make it more environmentally friendly? (h)
5. Which element is combined with oxygen to make water? (c)
6. Which element is found on the tip of a match? (b)
7. Which element is used to make cooking foil? (g)
8. Which element is a poison? (f)

CLIL in
Dublin

Example

(from former participants in English Matters' Erasmus+ courses)

PORTFOLIO: "SLIDES TASK"
"©ONTEXTS4CONTENT"

Language: general and specific vocabulary, grammar, correct use of collocation, fluency in speaking, listening to a native English teacher and native speakers in general...

- Irish Culture and culture**
- Paintings, sculptures, architecture, literature, history
 - Myths, legends, Irish music, food and drinks, street art, traditions and habits
 - Celtic world

Key ideas

What have we learnt?

Teaching tools:

Software: Anymoto, Kahoot!, ClassDojo...

Methodology: Template group work, one stay rest stray, one stray...

Sharing European experiences:

- Teaching styles of other nationalities in our class
 - Exposure to other accents in speaking English
- Learning about another cultures (Polish, Spanish and Italian)

Landscapes: city and countryside

Ireland: from tradition to modernity



In the beginning, Ireland was poor. Rural economy and society



In 19th century, it developed thanks to industry



In 2008 the crisis crashed Ireland one more time

Nowadays there are new ideas to go out of the crisis without forgetting the past

Tasks

- **First Step: Brainstorming**
- **Second Step: Cooperative group work**
- **Third Step: Kahoot** to refresh the highlights
- **Final Task:** The new and the old (**Animoto**)

Example

(from former participants in English Matters' Erasmus+ courses)

PORTFOLIO: "SLIDES TASK"
"©ONTEXTS4CONTENT"

WE HAVE LEARNT.....

DON'T WORRY TO MAKE MISTAKES
SIMPLIFY THE LANGUAGE, NOT THE CONTENT
USE CONTEXT TO MAKE ACTIVITIES
MANY STRATEGIES TO WORK IN A GROUP
ASK STUDENTS WHAT THEY HAVE LEARNED
ADAPTING TEXTS
SEVERAL TOOLS USING ICT
HOW TO ENJOY THIS AMAZING CITY
USE GAMES AND COMPETITION TO MOTIVATE STUDENTS
MAKE MY OWN ACTIVITIES
SHARE IDEAS WITH MY PARTNERS IS ALWAYS A GOOD OPTION
TRY TO TEACH WELL



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THE LONG ROOM

- Trinity College has a problem. The shelves of the long room in its old library are under attack. An insect is eating the wood. People have to move all the books to a safe place but they have lost the register. We have to help them to solve the problem.
- Knowing that there are 160 shelves with 20 lines of books in each one. By using the picture estimate how many books there are in the long room.
- Calculate the volume of paper using a standard size of a book for all of them, for example (25 x 20 x 3 cm)
- We need to find out the weight of these books. Search on the internet the most common density of the paper used to print books and calculate the weight.
- Find a transport company which can transport all the books.
- Using the capacity and the maximum weight that each truck can move, calculate how many trucks we need.
- Finally, make an estimate of costs for Trinity College

Example

(from former participants in English Matters' Erasmus+ courses)

PORTFOLIO: "SLIDES TASK"
"©ONTEXTS4CONTENT"

What we have learned about CLIL:

The rules of 4C's and 3A's

- **Culture:**
 - How the cultural context must be used to enrich the student's learnings.
- **Cognition:**
 - Skills that students must develop like using images, highlight key words, rephrase, using in context the new vocabulary...
- **Communication:**
 - Increase STT (Students Talking Time) instead of TTT (Teacher Talking Time).
 - Fluency more than accuracy.
- **Content:**
 - Less is more in CLIL. That is, not less contents but less vocabulary, using other communication languages.
- **Analyse:** language of learning
- **Add:** language for learning
- **Apply:** language through learning

Trinity College Dublin: a pharmacy in the garden



- Work in groups. Search for the information in internet and relate the name of every plant with their picture.
- Findout the English name of each plant.
- Make a file of a plant (one per group) in which there is their names (Spanish, English and Latin), a description, a drawing, and what is its medicinal use.
- Explain to other students what have you found out about the plant

- Shamrock and Saint Patrick. Find out why this plant is a symbol for Irish.
- Have this plant any medicinal use?

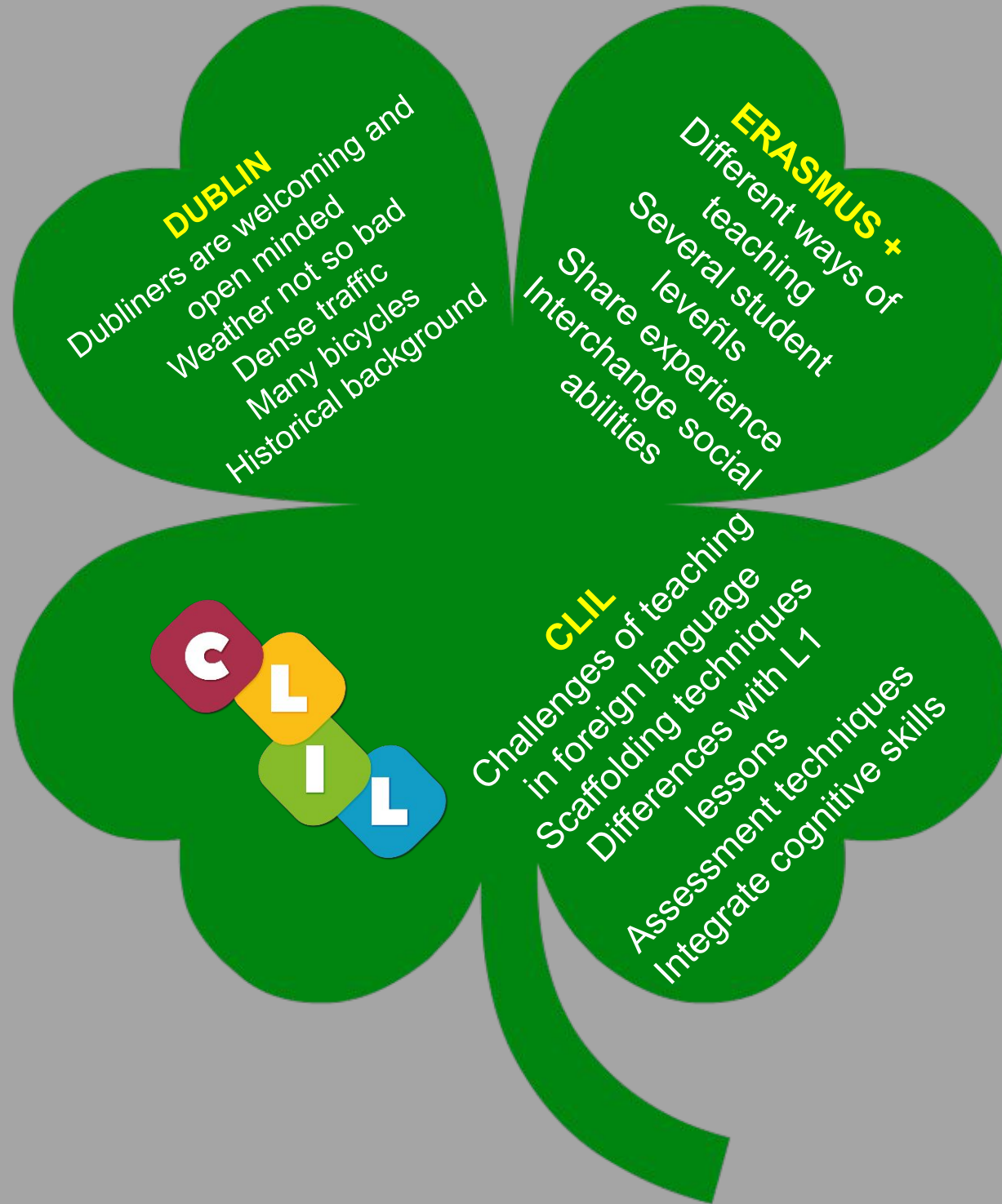


Example

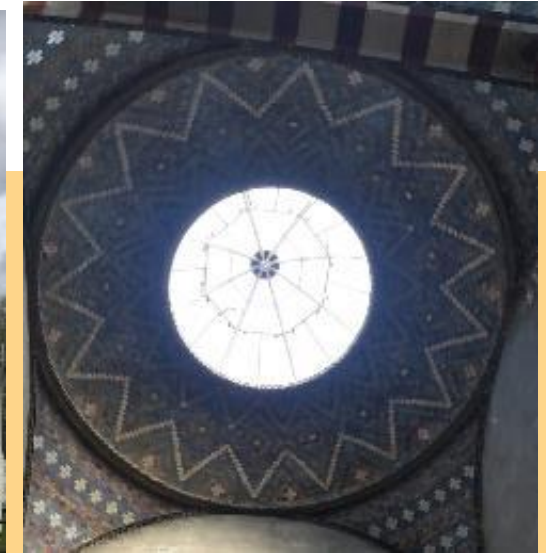
(from former participants in English Matters' Erasmus+ courses)

PORTFOLIO: "SLIDES TASK"
"©ONTEXTS4CONTENT"

What we have learnt

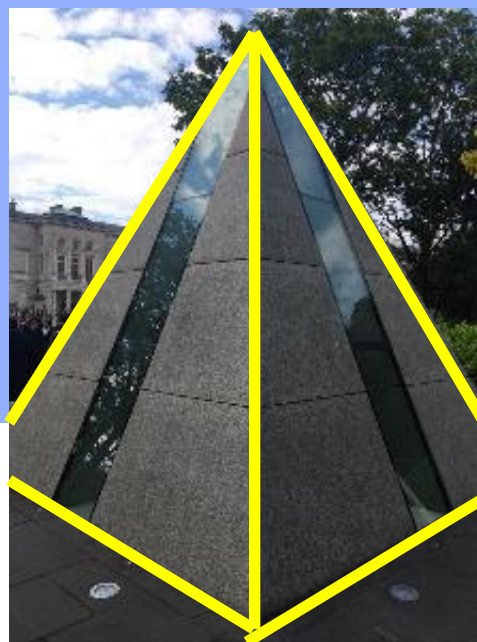
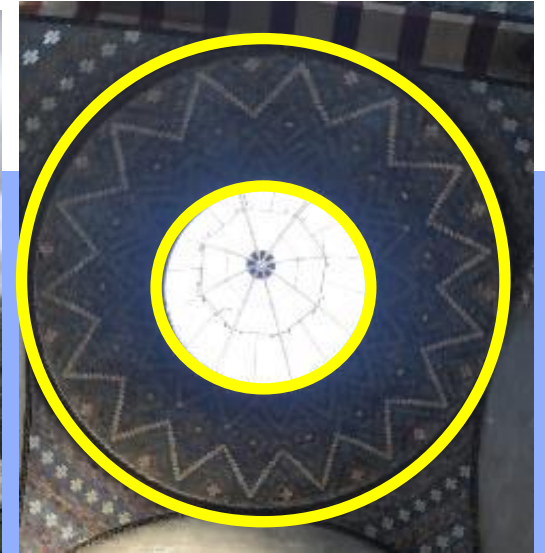
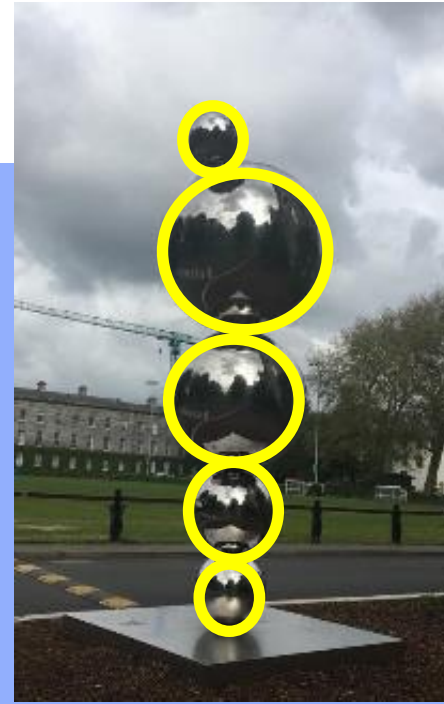
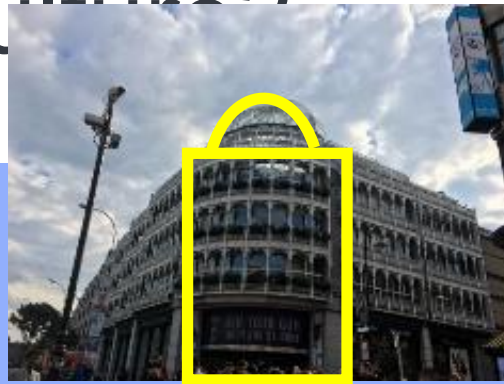


Pictures about our cultural experience (related with our own profiles, background, expertise, topics, subjects, etc.)

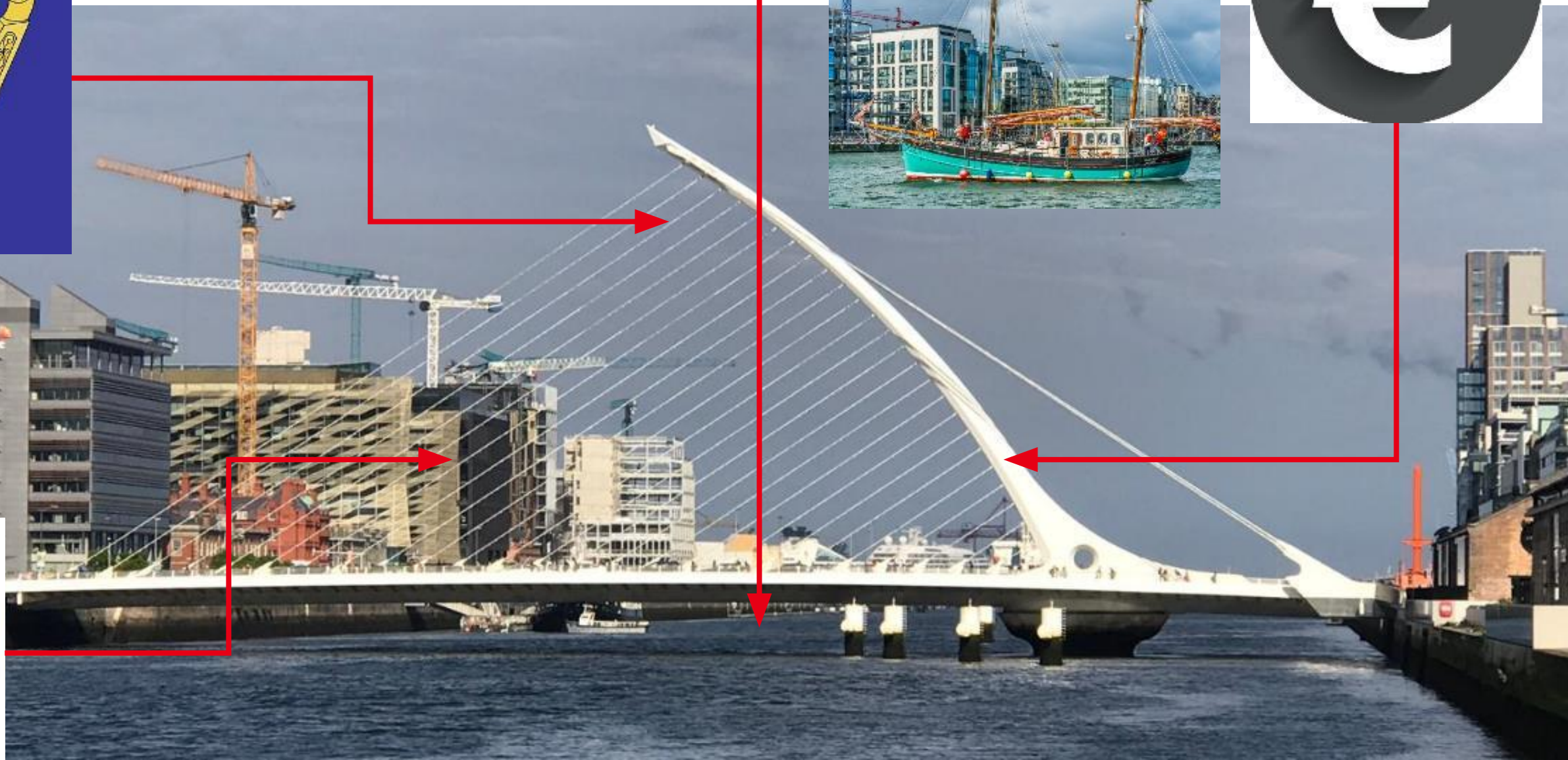


How geometry can shape Dublin's character / Culture?

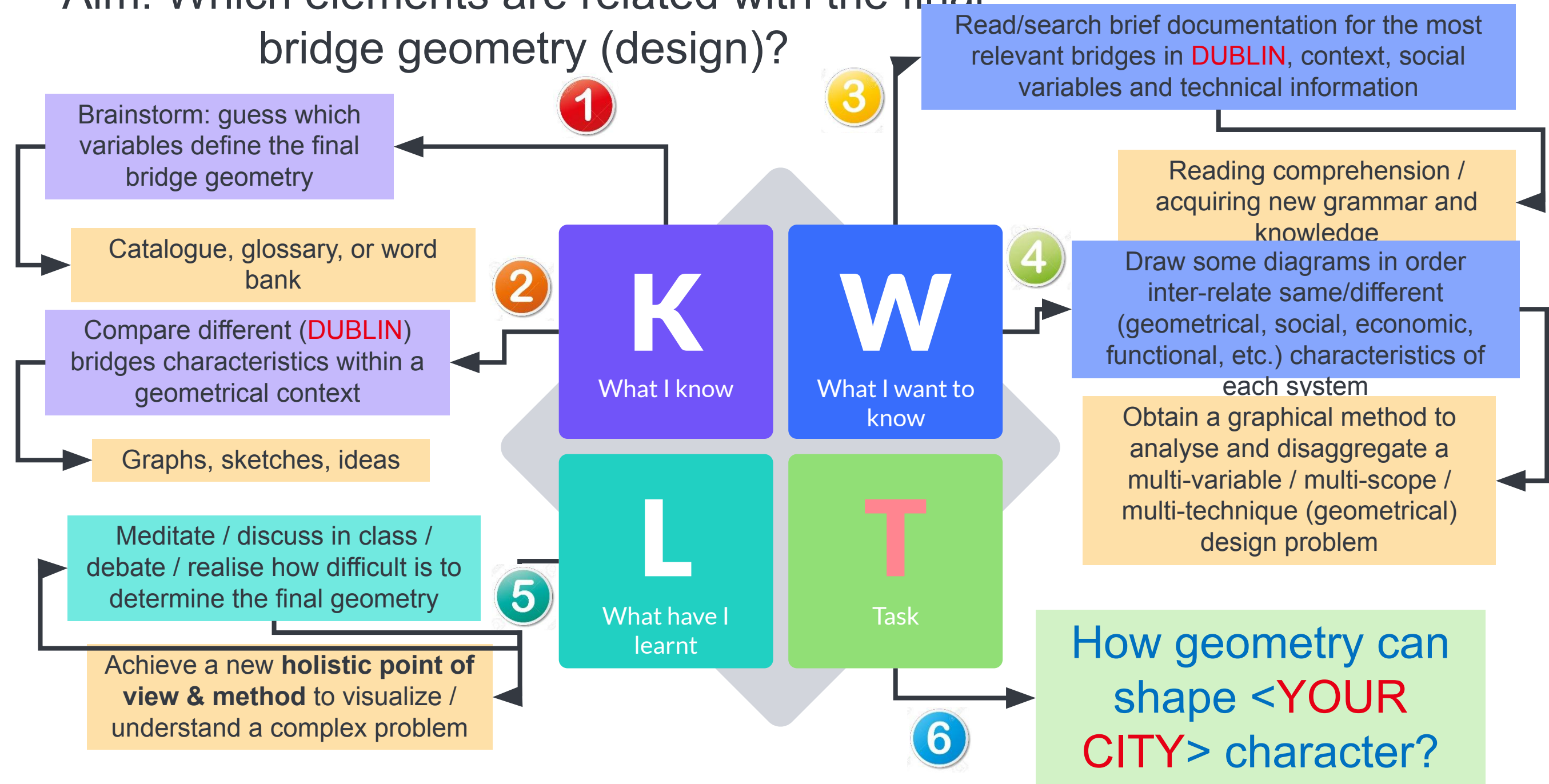
Practical application with students
(Dissemination of teaching and learning)



CLIL Lesson: Analyse the best geometrical solution: to solve the same problem considering different cultures/techniques/soc inputs/etc.



Aim: Which elements are related with the final bridge geometry (design)?



How geometry can shape <YOUR CITY> character?



C1 – C2

Focus on Samuels Beckett’s bridge in Dublin. What are the **variables connected** to this monument (Financial, esthetical, historical, economical, technical and political).

Compare with a bridge from a European country, according to the same variables, include a **comparison table and analyses**.



L.S.S (A2- B1), UPS (B1-B2)

Look for a bridge or another monument that has an interest for you. In your country, and try to **find some information**, according to its function, state of construction, its cost, the architect that built it and its aesthetics

Make a poster with all the answers written in short sentences linked to the pictures

Make an oral presentation for the monument, describing/analysing the information you’ll find to your mates.



A1, A1+

Recognize 5 different shapes on 1 type of monument [i.e. bridges, church, house, door, etc.], draw and name them

Tick the right Word linked to the Boulding you’ve found

- Old
- Modern
- Cheap
- Expensive
- Comfortable

Example

(from former participants in English Matters' Erasmus+ courses)

PORTFOLIO: "SLIDES TASK"
"©ONTEXTS4CONTENT"

CLIL

Working
with
colours

Key ideas about our learning from this Erasmus+ structured course

- Compare different Educational Systems and Methodologies.
- Plan a Lesson step by step with a differentiation in learning times.
- Focus attention on Language, Communication and Cognitive style.
- Help students to create a structure on which introducing new knowledges (Scaffolding).
- Balance Content and Language.
- Give importance to images and intuitive comprehension.
- Motivate the students' interest and participation.
- Encourage self – assessment.

What colour are you?



1. **Blue**



2. **Red**



3. **Yellow**



4. **Green**

Identify yourself with one of previous photos and give a motivation.

1. What's your favourite colour among these? Why?

Associate the colours choosing from the following couples		
Red		<ul style="list-style-type: none">• Weak• Strong
Yellow		<ul style="list-style-type: none">• Sunny• Cloudy
Green		<ul style="list-style-type: none">• Industrial• Nature
Blue		<ul style="list-style-type: none">• Sea• Ground

**2. Associate to each photo (1, 2, 3, 4) one or more of the following adjectives.
Shy, coraugeus, sad, happy, melancholy, angry, jelous, hopeful, quiet, optimistic.**

Red

Yellow

Green

Blue

3. And you ... What are you like?

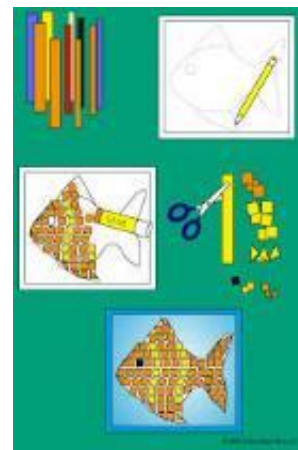
The Teacher shows an image with a mosaic.



Different types of Mosaic.



Analyse the following steps and material to create a Mosaic.



Example

(from former participants in English Matters' Erasmus+ courses)

PORTFOLIO: "SLIDES TASK"
"©ONTEXTS4CONTENT"



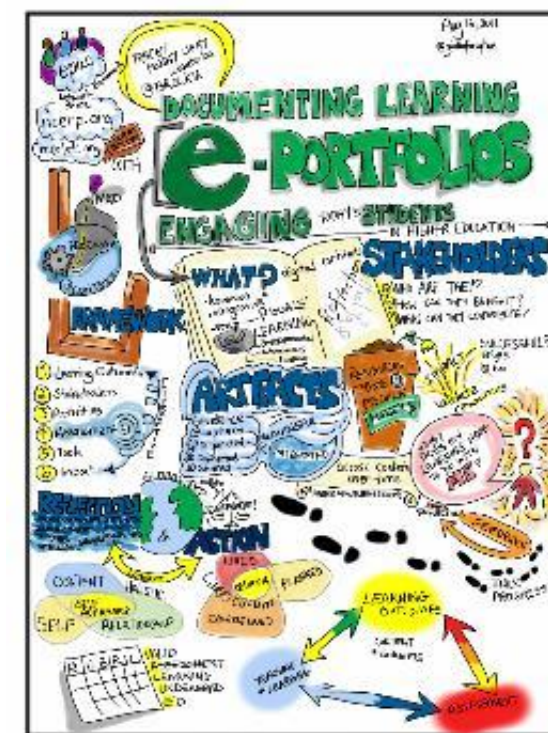
Erasmus+



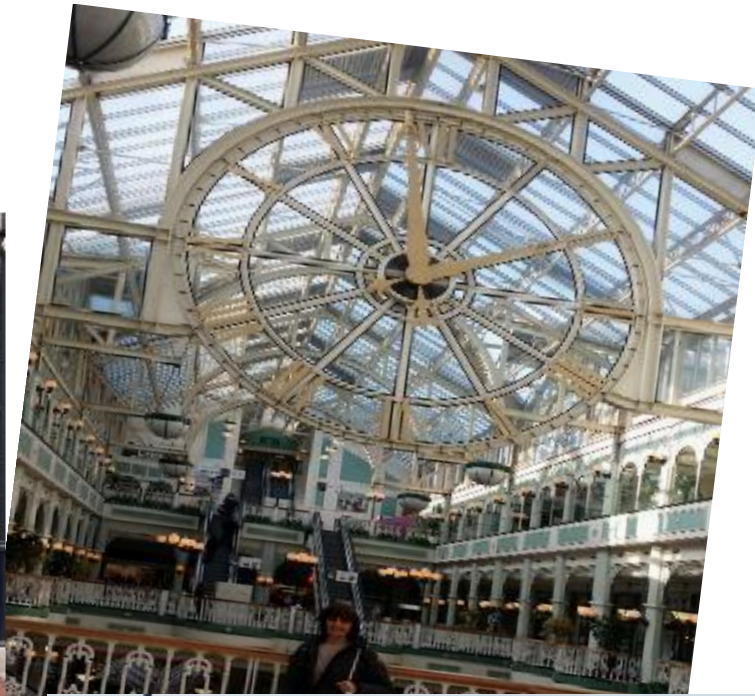
What have we learnt?

- ❖ **Methodology:** Cooperative learning, Inquiry-based learning, Contexts4content
- ❖ **Irish culture:** History, languages, Sports...
- ❖ **Literature:** W. Butler Yeats, S. Heaney, P. Kavanagh, Susan Mackay...
- ❖ **And,** the last but not the least: **there're very nice people all over the world, and we're able to work together.**

ORIGINAL HANDWRITING OF YEATS



OUR FAVOURITE PHOTOGRAPHS OF DUBLIN ↪ CONTEXTS4CONTENT



literature on the walls



PLANS FOR DISSEMINATION OF OUR LEARNING

Ana Belén

- Make public in the school site my learning experinces
 - Practise co-operative new strategies
- Use inquiry- based methodology for projects Presentation of the projects to other groups

[hqwuz41zvm](#)

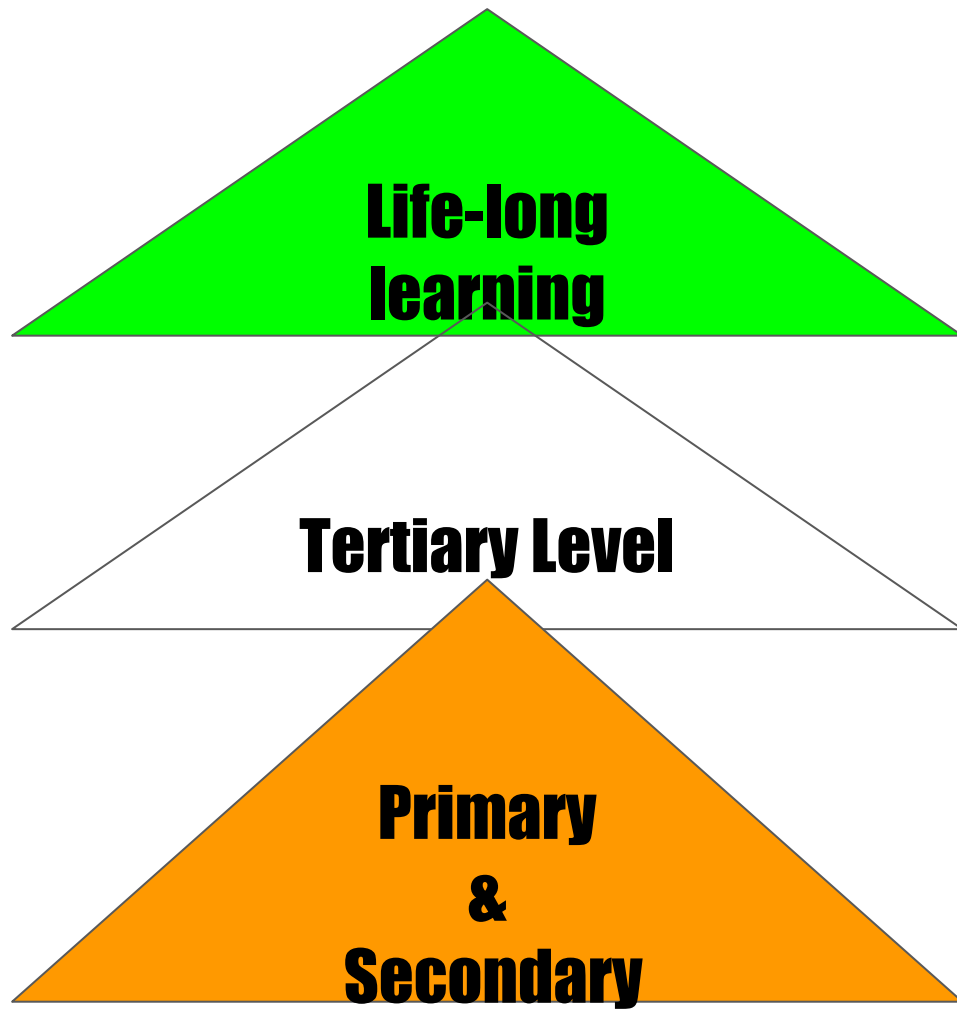
Kay

- Cooperative learning \Rightarrow possible!
- “Subject” \Rightarrow Tools for teaching values!
- “Literature” \Rightarrow sensuousness
- Make learning an EXPERIENCE

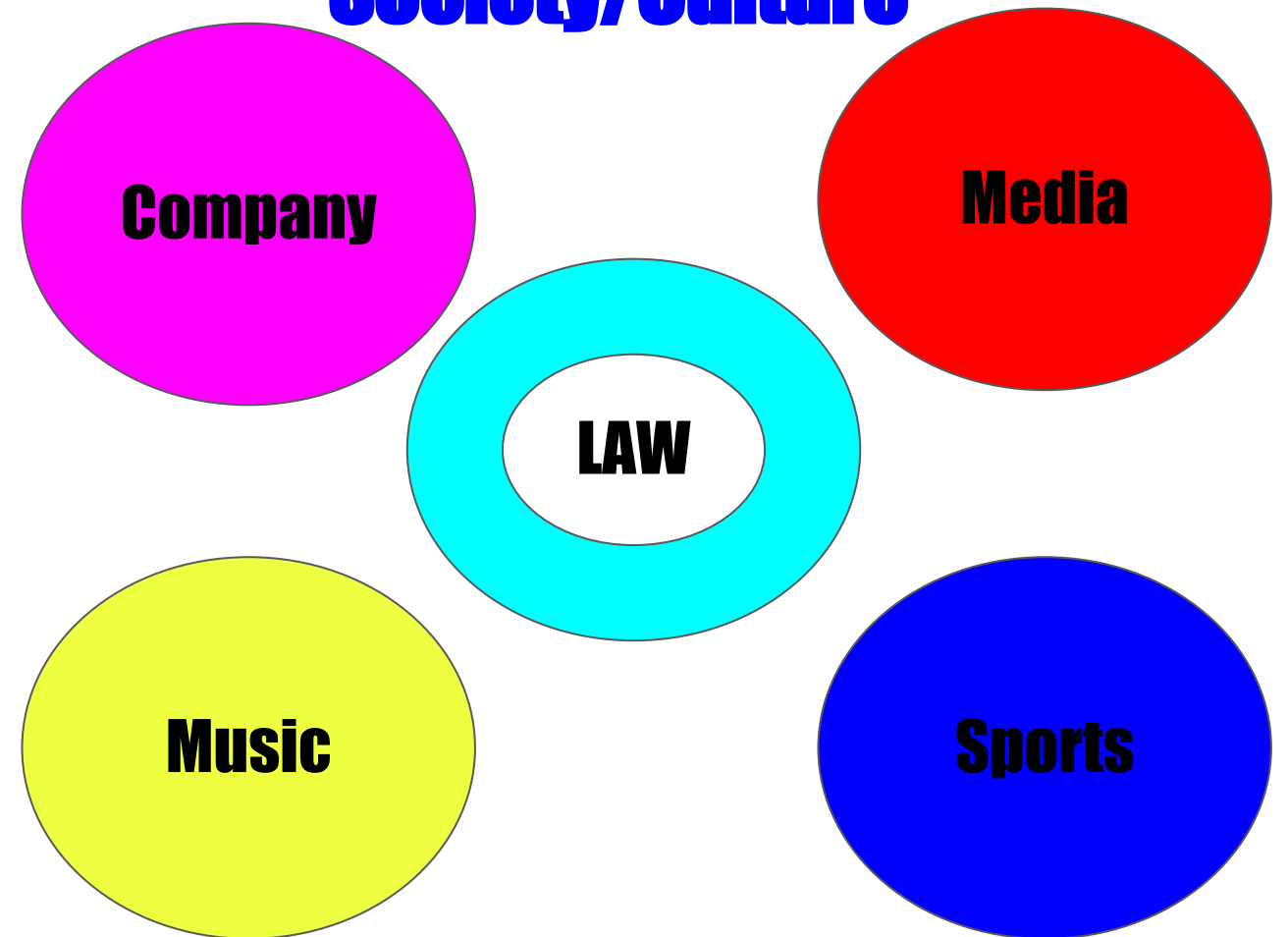


"The Irish language in 21st century Ireland"

Education



Society/Culture



<https://www.youtube.com/watch?v=DtAfUsEflqE>

Example

(from former participants in English Matters' Erasmus+ courses)

PORTFOLIO: "SLIDES TASK"
"©ONTEXTS4CONTENT"

•What have we learned?

- **3 A's** for the language contents

- **HOTS and LOTS**

- Less **TTT** and more **STT**

- Challenges for **CLIL** teachers

- **Scaffolding** and strategies to increase independence

- Working in an **international** group

- Share **methodologies** with teachers from other countries

- Plan a CLIL lesson through **Contexts4Content**

- **BICS** and **CALP**

- **4 C's** as guiding principles upon which to build a CLIL programme

CLIL in Dublin – Science group: Anna, Emilio, Ilenia

USING YEAST

TO



LEARNING

• Using yeast to...: the process of ALCOHOLIC FERMENTATION IN BREWING, BAKING, WINEMAKING AND CIDER PRODUCTION

- Learning about metabolism of microorganisms
- Learning about using alcoholic fermentation as biotechnology in different

CONTENT

• Content: alcoholic fermentation as biotechnology to produce food and beverages

• Content: different cultures in Europe

• Language OF Learning: chemical reactions, maltos, mal, brewing, Hop, metabolism and energy

COMMUNICATION

anaerobic respiration, enzymes, alcoholic fermentation, sucrose and biotechnology

• Language FOR Learning: communication language: description, asking questions, comparison

• Language TROUGHT Learning (apply): learners may ask about scientific

COGNITIVE SKILLS

- Knowledge
- Understanding
- Applying
- Analysing
- Evaluating
- Creating

COMMUNITY ELEMENT

- Comparison about mediterranean and northern European cultures related to food (baked products) and beverages (beer, cider, wine)

IN/ACTIVITY
Y PRIOR
KNOWLED

INPUT and
SCAFFOLD
OUTPUT

and
SCAFFOLD
ING –
ACTIVITIES

Example

(from former participants in English Matters' Erasmus+ courses)

PORTFOLIO: "SLIDES TASK"

"©ONTEXTS4CONTENT"

•CLIL

•CULTURE

members of communities
(group, class, school, town, family, country)

CULTURE

Understanding certain aspects of how the state of women has changed in Irish history, and in their own context, understanding the role of women and men in students' own family traditions, memories and how society changes

CONTENT

Common values:
equality, justice, freedom in the Universal Declaration of Human Rights
through Irish examples (eg.: Mary Robinson, Magdalene asylums)

COGNITION

critical thinking skills
describing, comparing and contrasting pictures
describing, comparing and contrasting social trends, situations, social roles
argueing, justifying opinions, asking questions
media awareness, searching for information

COMMUNICATION

Analyze – Ig of learning (vocab & structures)

right, equality, social trend, equal distribution of responsibilities, ... used to ..., ... has changed...,

Add – Ig for learning

I agree/disagree because..., for example, in the ...th century... but now..., when it comes to..., to sum up

Apply – Ig through learning

stereotype, citizenship, remember, recall

- producing authentic language
- scaffolding: glossary, speaking frames
3As

”I was elected by the women of Ireland, who instead of rocking the cradle, rocked the system”



The Wash House by William Orpen National Gallery



**son
(1990-1997)
or of TCD**



The New Woman Photo in the Little museum



Magdalena Laundry Ledge Little Museum



Title: Equality in society – equality at home **Subject:** CSPE
Content: equality, sharing labour **Language:** Language of describing pictures, agreeing & disagreeing, comparing and contrasting, questions, titles
Teachers: Susana López Pavón, Jean Le Chevalier, Anikó Berta
Time: 60 minutes **Materials needed:** puzzles pieces, pictures, speaking frames

Stages	Teacher's activity	Students' activity	Aims / goals	Interaction patterns	Time	Realia, books, etc.
Lead-in: puzzle pieces	distributes pieces of a puzzle	sts put pictures together	to put sts in 2 groups	individuals	2'	pieces of two paintings
Presentation/input & Practice/output: description	asks sts to describe pictures distributes HO's with speaking frames helps sts with vocabulary if needed to that not to limit them	sts describe their picture – they take notes sts describe their picture to the other group other group listens and asks 3 questions	to activate vocabulary and structures to describe pictures to develop speaking and listening skills to encourage and support peer learning, dialogues	groups	15'	HO with paintings and speaking frames
Analysing pictures to understand main concepts	T displays both pictures on board and distributes new HO's, explains task asks students to share their ideas and compare and contrast the two pictures	groups exchange pictures sts describe the situation individually then compare ideas in pairs, then in their groups students work with a partner from the other group and compare and contrast the pictures on a new level of understanding social concepts, backgrounds, conventions, traditions	to promote critical thinking about equality in different ages/cultures, about traditional roles of men and women to promote equality through different interaction patterns to encourage weaker, slower or quieter sts to share their thoughts and add to the conversations	individual pairs groups pairs	3' 5' 5'	HO's with the same pictures but different speaking frames for comparing, analysing, arguing, agreeing/disagreeing, clarifying, hypothesising
Titles / focal points	writes ideas and titles on board helps students formulate titles provides enough time and opportunity to weaker sts as well	sts formulate their own titles for the pictures and give reasons for their choice	to synthesise ideas, summarise the various discussions	frontal / whole group	5'	board or flipchart or poster
Questions	introduces last task hands out paper for group work collects and displays posters	sts write questions they may ask from an expert in connection with the topics that arose during discussions	to encourage further ideas and promote being curious and engaged	group	5'	paper for posters colour pens



Describing a painting frame

To describe In the painting there is/are... In the foreground we can see...	The main characters are... In the background we can see...
To present colours The colours are....	...creating the illusion of... ... promote emotional feelings... ... which are cool/warm colors....
To analyse In my mind...that means that.... This...can demonstrate us that.... The author wants to show us... This...make me feel...	

Example

(from former participants in English Matters' Erasmus+ courses)

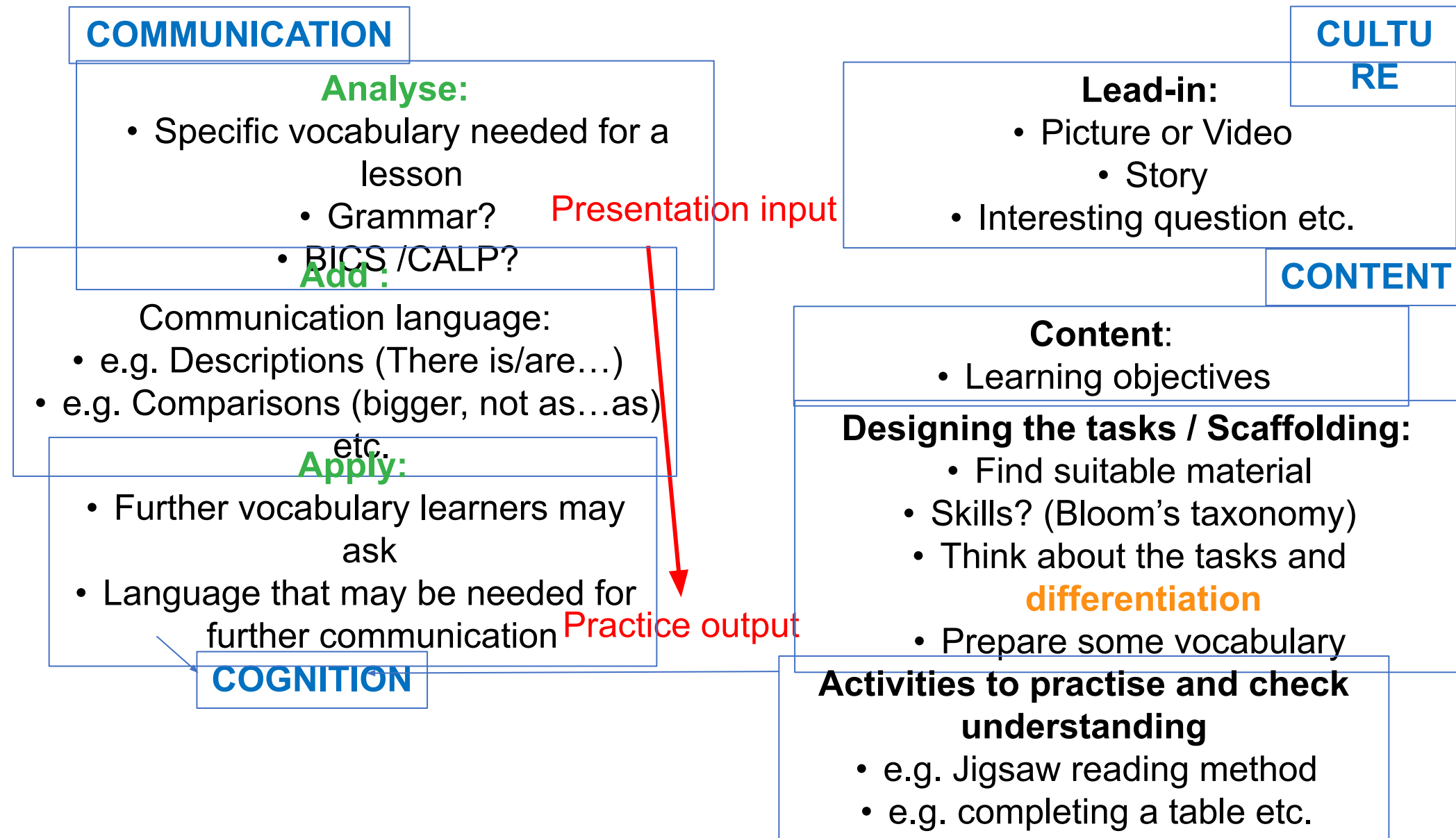
PORTFOLIO: "SLIDES TASK"

"©ONTEXTS4CONTENT"

KEY IDEAS ABOUT OUR LEARNING FROM THE CLIL COURSE

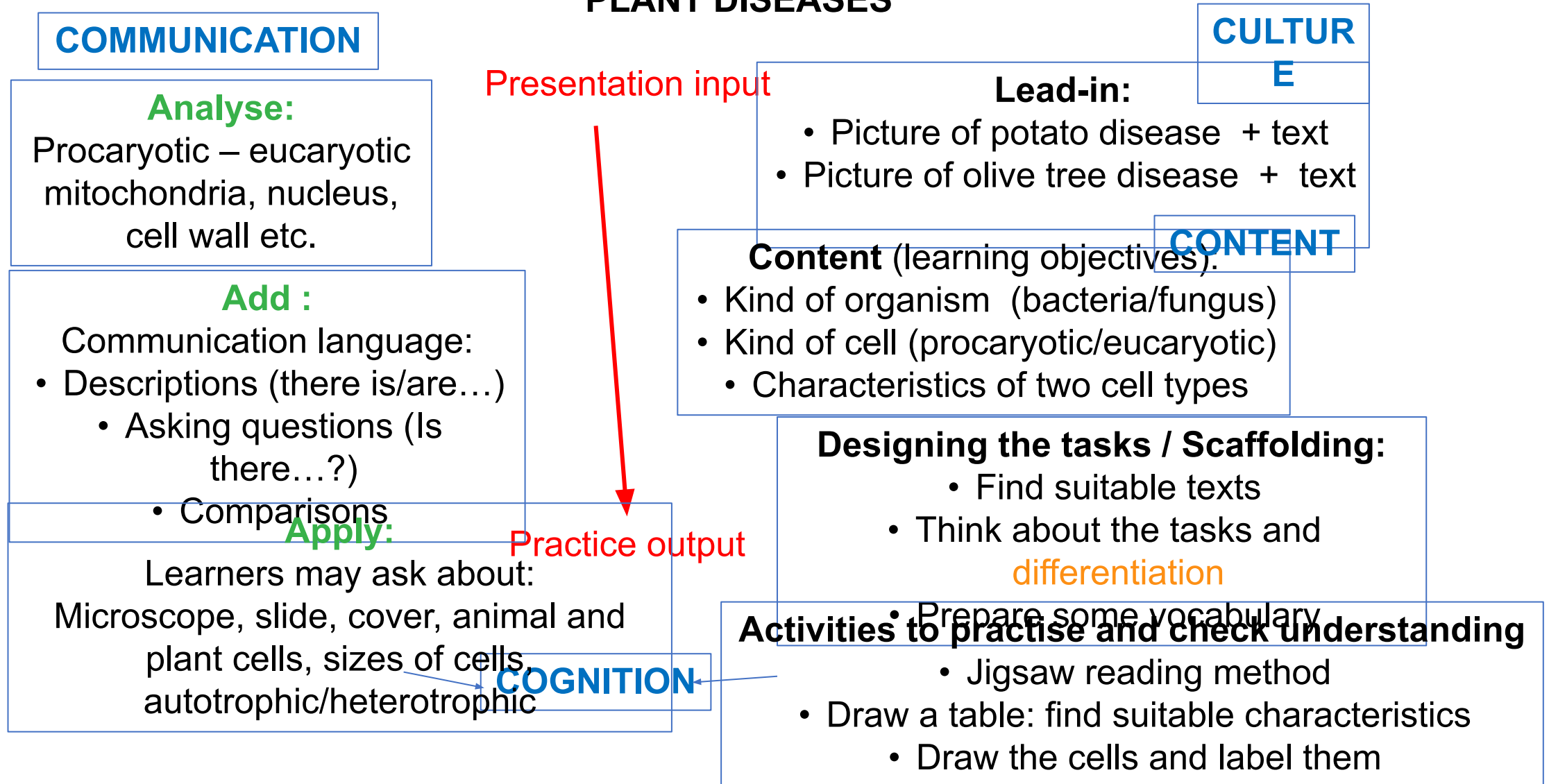
Slide 1:

An overview that includes the **4 Cs** and the **3 As** that should be considered when preparing a CLIL lesson



Slide 2.1: LESSON LAYOUT

Topic: CELLS CAN BE THE CAUSE FOR PLANT DISEASES



Slide 2.2: LESSON

LAYOUT

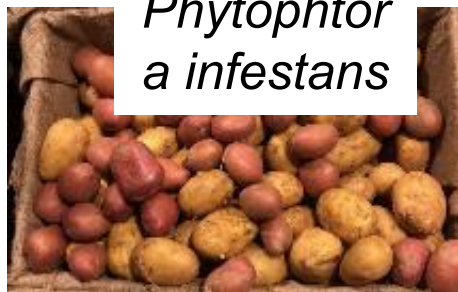
Topic: CELLS CAN BE THE CAUSE FOR PLANT DISEASES

Activity	Teacher	Students	Learning objectives	Material	Time
Lead-in: Class discussion	Shows pictures of potato disease in Ireland (Great Famine) and olive tree disease in Spain Provides important vocabulary: Bacteria, fungus, microorganisms, cells etc.	Class discussion	Plant diseases are due to microorganisms (bacteria/fungus)	2 pictures	5'
Reading activity: Jig-saw reading	Distributes 2 texts (including a glossary)	In pairs: St. read their text and complete a table. Differentiation: Slower st. could draw a cell and label it instead. Stronger st.: Web-quest Great Famine in Ireland	Differences between procaryotic/eucaryotic cells Characteristics of a cell	2 texts about potato disease and olive tree disease 2 tables	15'
Speaking activity: Exchange information	Gives instructions Provides language needed	Exchange the facts about their text and complete the missing information	Be able to ask for the characteristics of a cell	s. above	10'
Listening activity: Video	Shows a short video about the Great Famine in Ireland and provides some vocabulary. Show the video twice (with/ without subtitles)	Individually: Complete a text with some missing information	Understand that plant diseases can have a huge impact on a society	Video	15'
Speaking activity: 6x6 Grid	Gives instructions	St. throw the dice	Solidifying the contents	6x6 Grid, dice	15'

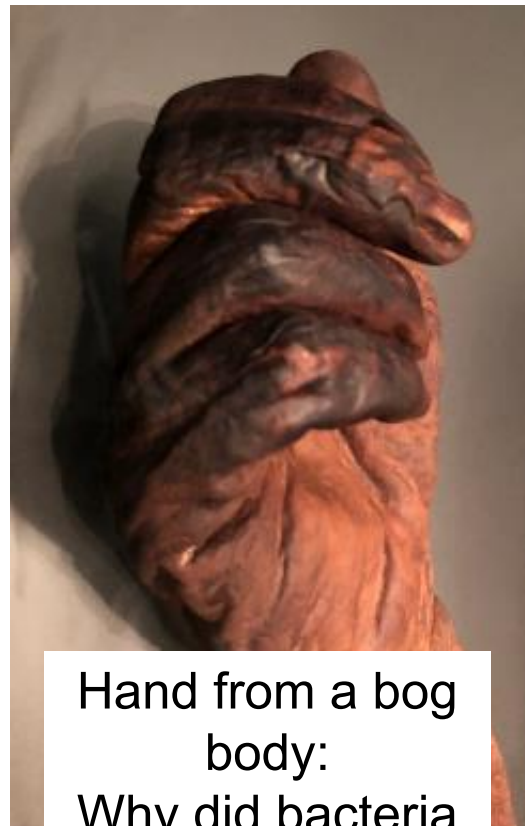
Slide 3: SELECTED



Fungus:
Phytophthora infestans



Topic: ROLE OF MICROORGANISMS



Hand from a bog body:
Why did bacteria not decompose it?



Algae



Lichen

Slide 4:

**IDEAS ABOUT HOW PICTURES CAN BE USED IN A
CLIL LESSON**

- Show the pictures without title and without labels
- Could be used as a **lead-in** before introducing the topic
- In class, talk about what connects the pictures to each other -> microorganisms
 - Show the title
 - Find the correct group of microorganisms
 - Show the labels
- Talk about procaryotic and eucaryotic cells -> which organism is a procaryote, which one is a eucaryote?
Alternatives:
 - Geology and volcanism (Giant's Causeway)
 - History: Great Famine in Ireland
- Biology: How bog bodies are formed -> decomposition and fossilization



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