

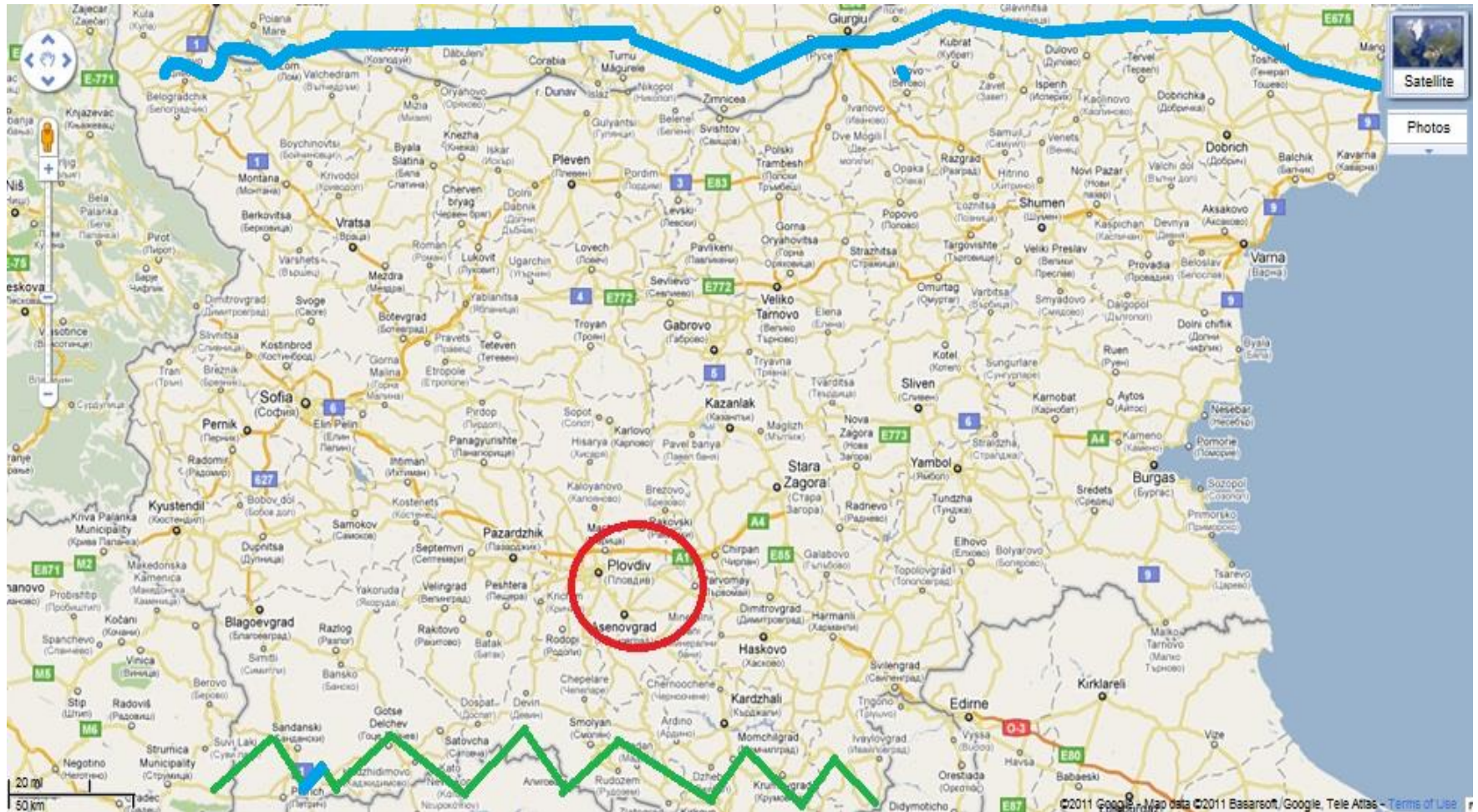
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# CLIL and Academic Language

<https://app.box.com/s/fwm16v19u8wyma7ltrz58zxyhc2nv585>

<https://app.box.com/s/vndlknxab8sw1u5baubb27ag5kel3ihn>

# Bulgaria



# Putting CLIL into Practice

## Teacher Training



[Putting Secondary CLIL into Practice \(PSCIP\)](#)

[Putting Primary CLIL into Practice \(PPCIP\)](#)

[Putting Pre-Primary CLIL into Practice \(PP-PCIP\)](#)

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<https://www.factworld.info/en/Bulgaria-Course-Putting-CLIL-into-Practice>

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# Concept-language interface

- Concepts
  - Compare two phenomena (similar-different)
- Language
  - More-less / like-unlike / biggest-smallest
- Shapes
  - Venn diagram / two colour-coded images / table with 3 columns / hoops on floor / pics on wall
- Activities
  - Groups talking and sticking pics / teams racing to posters / individual watching video completing table...

---

# CLIL in three dimensions

- **Conceptual skills**
  - Building conceptual progression into learning  
(key difference between EFL and CLIL)
- **Procedural skills**
  - Exploiting and maximizing the dynamics of learning moments
- **Linguistic skills**
  - Identifying and activating language for learning

# Ideas on learning variables - age

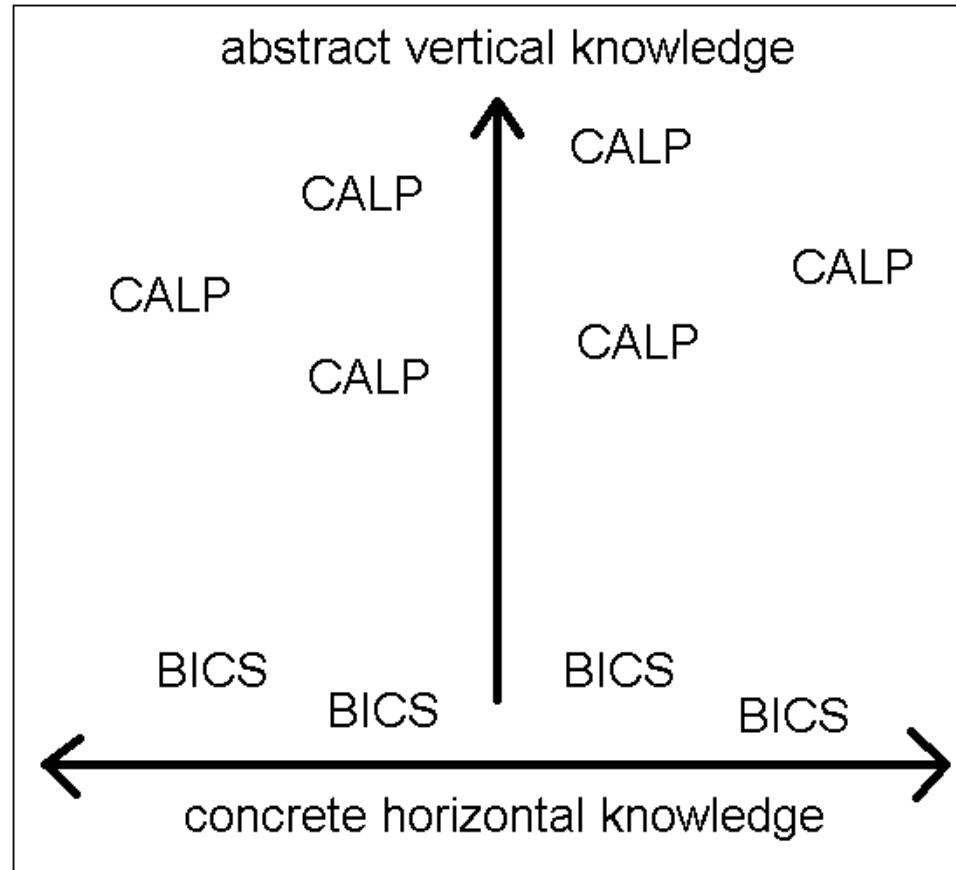


Figure 1: Visualising BICS and CALP along the learning continuum – adapted from Llinares et al

# Ideas on variables – ‘mixing desk’

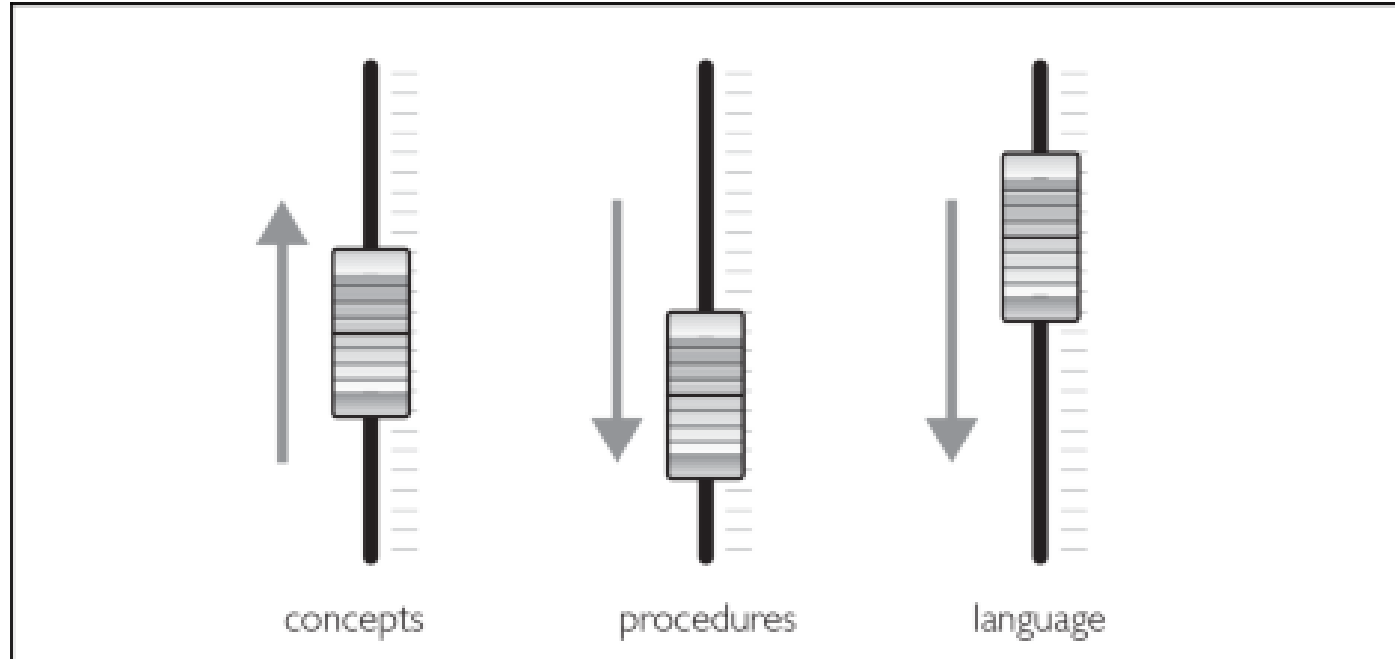
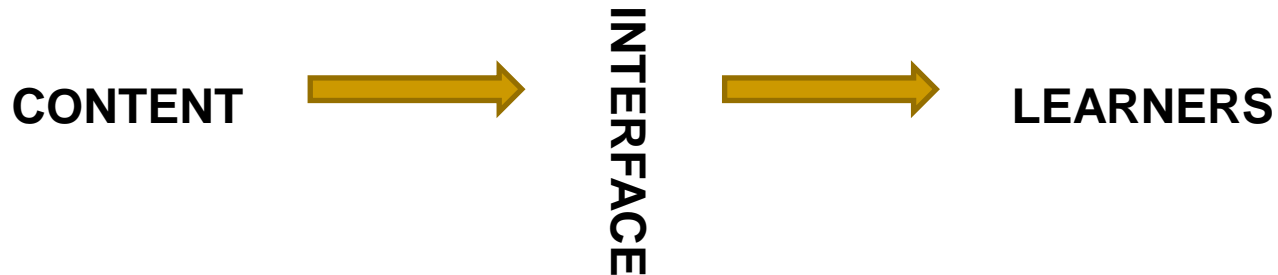


Figure 5: Ball, Kelly & Clegg, Putting CLIL into Practice OUP (2016)

# The importance of interface



## Types of interface

(activities are choices)

Reading books

Listening to lectures

Watching video

Talking in small groups

Sorting text

Solving problems

**NB –**

**INTERFACE creates opportunity and space for academic language development**



---

# Objectives

## **Astronomy**

**Look for 'Concepts', 'Procedures' and 'Language'**

# Objectives



**Objectives**

**Standards**

**SC.5.E.5.3:** Distinguish among the following objects of the Solar System – Sun, planets, moons, asteroids, comets – and identify Earth's position in it.

[View Standard on CPALMS](#)

**SC.5.E.5.2:** Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.

[View Standard on CPALMS](#)

Concepts  
Procedures  
Language

# Objectives



## Objectives

## Standards

**SC.5.E.5.3:** Distinguish among the following objects of the Solar System – Sun, planets, moons, asteroids, comets – and identify Earth's position in it.

[View Standard on CPALMS](#) 

**SC.5.E.5.2:** Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.

[View Standard on CPALMS](#) 

Concepts  
Procedures  
Language

# Objectives

**Objectives**

**Standards**

This is ... / This is not ...

Earth is located / situated...

**SC.5.E.5.3:** Distinguish among the following objects of the Solar System – Sun, planets, moons, asteroids, comets – and identify Earth’s position in it.

[View Standard on CPALMS](#)

**SC.5.E.5.2:** Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets

[View Standard on CPALMS](#)

Concepts  
Procedures  
Language

Compare

X is like Y  
X and Y are similar  
X is similar to Y

with respect to W.  
regarding W.  
in terms of W.

Contrast

X differs from Y  
X and Y differ  
X is different from Y

with respect to W.  
as far as W is concerned.  
in terms of W.

Atmosphere

...has a (very thick / thin / poisonous)  
... atmosphere (made up of ...)

Core

... has a core made up of ... /  
which is made of ... / consists of ...

Temperature

... has a temperature of ... / from ... to ... /  
varying between ... and ... / ranging from ... to ...

# Cyprus preprimary curriculum

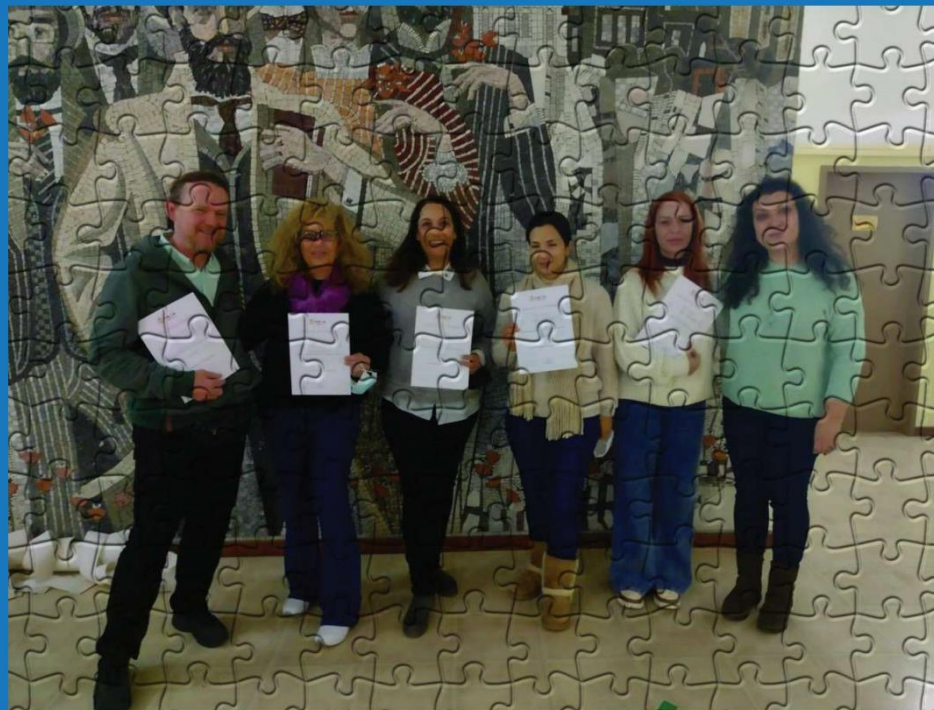
ΑΞΙΟΝΕΣ	ΕΠΙΔΙΩΞΕΙΣ	ΠΛΑΙΣΙΟ ΕΞΕΛΙΞΗΣ ΕΠΙΔΙΩΞΕΩΝ	ΕΝΔΕΙΚΤΙΚΕΣ ΠΡΑΚΤΙΚΕΣ
<b>ΑΝΑΠΤΥΞΗ ΔΕΞΙΟΤΗΤΩΝ ΕΠΙΣΤΗΜΟΝΙΚΗΣ ΜΕΘΟΔΟΥ</b>	<b>Συλλογή δεδομένων και παρατηρήσεων</b> Το παιδί να συλλέγει συστηματικά και στοχευμένα πληροφορίες με τη βοήθεια μιας ή περισσότερων αισθήσεων ή με τη χρήση οργάνων, τα οποία επεκτείνουν τις αισθήσεις	<ol style="list-style-type: none"> <li>1. Ελεύθερη παρατήρηση στοιχείων του περιβάλλοντος</li> <li>2. Ενίσχυση των παρατηρήσεων με απλά όργανα</li> <li>3. Χρησιμοποίηση περισσότερων από μιας αισθήσεων για παρατήρηση αντικειμένων, φαινομένων ή γεγονότων</li> <li>4. Εντοπισμός απλών διαφορών και ομοιοτήτων</li> <li>5. Παρατήρηση αλλαγών σε συνάρτηση με τον χρόνο</li> <li>6. Επιλογή κατάλληλων οργάνων για τις παρατηρήσεις</li> </ol>	Τα παιδιά καταγράφουν καθημερινά τις παρατηρήσεις τους για το ύψος των φυτών της φακής που έχουν φυτέψει και έχουν τοποθετήσει στο κέντρο μάθησης της «Φύσης».
	<b>Ταξινόμηση</b> Το παιδί να οργανώνει αντικείμενα, γεγονότα, δεδομένα ή ευρύτερες πληροφορίες μέσα από την αναγνώριση και εφαρμογή συγκεκριμένων κριτηρίων.	<ol style="list-style-type: none"> <li>1. Επιλογή και ομαδοποίηση αντικειμένων με βάση ένα χαρακτηριστικό</li> <li>2. Εντοπισμός του ξένου στοιχείου σε μια ομάδα</li> <li>3. Εντοπισμός διαφορών και ομοιοτήτων με τη δημιουργία απλών ομάδων αντικειμένων με βάση συγκεκριμένο κριτήριο και περιγραφή και αιτιολόγηση της ταξινόμησης</li> <li>4. Επιλογή και ομαδοποίηση αντικειμένων με βάση δύο ή περισσότερα δοσμένα κριτήρια</li> <li>5. Σειροθέτηση τριών ή περισσότερων αντικειμένων εμφανώς διαφορετικών κατ' αύξουσα ή φθίνουσα σειρά. Εξήγηση της ταξινόμησης και αναφορά του κριτηρίου</li> <li>6. Ομαδοποίηση και σειροθέτηση αντικειμένων με βάση μη εμφανή χαρακτηριστικά</li> <li>7. Επιλογή και ομαδοποίηση αντικειμένων με βάση δύο ή περισσότερα κριτήρια του παιδιού</li> </ol>	Στο κέντρο μάθησης του «Υδροδοχείου», σε δομημένο παιχνίδι, τα παιδιά παίζουν με τα αντικείμενα και ανακαλύπτουν τις ιδιότητές τους ως προς τη βύθιση και πλεύση και η νηπιαγωγός προβληματίζει τα παιδιά.

# Cyprus

## ΑΞΟΝΕΣ

ΑΝΑΠΤΥΞΗ ΔΕΞΙΟΤΗΤΩΝ  
ΕΠΙΣΤΗΜΟΝΙΚΗΣ  
ΜΕΘΟΔΟΥ

Forum for Across the Curriculum Teaching



Journal for the support  
and development  
of content and language  
integrated learning  
(CLIL)

## ΠΡΑΚΤΙΚΕΣ ΠΡΑΚΤΙΚΕΣ

αταγράφουν καθημερινά τις  
τους για το ύψος των φυτών της  
έχουν φυτέψει και έχουν  
στο κέντρο μάθησης της

ησης του «Υδροδοχείου», σε  
νίδι, τα παιδιά παίζουν με τα  
ανακαλύπτουν τις ιδιότητές  
η βύθιση και πλεύση και η  
ροβληματίζει τα παιδιά.

# Cyprus Preprimary Science curriculum

## AXIS – SKILLS DEVELOPMENT OF THE SCIENTIFIC METHOD

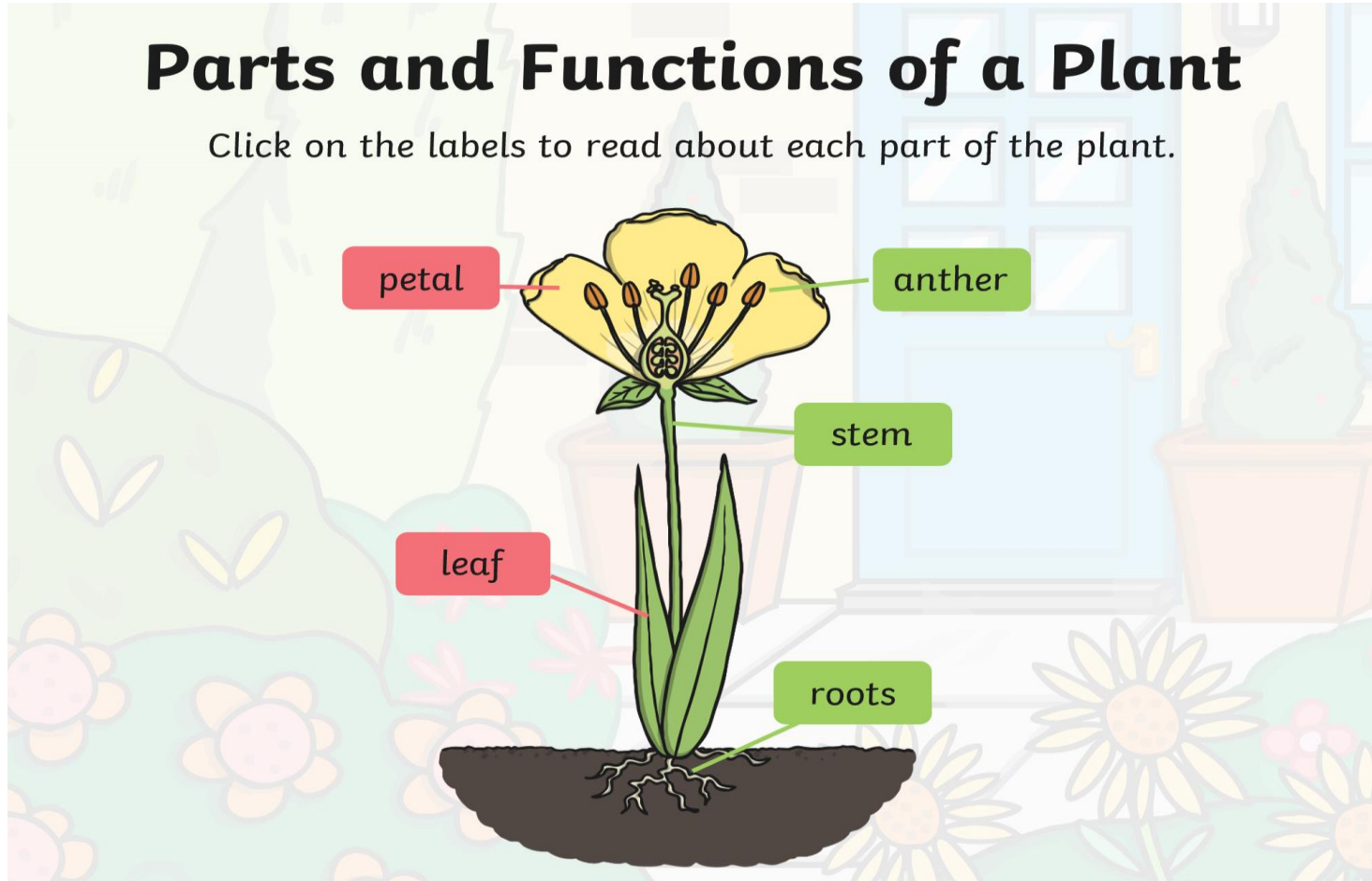
PURSUIITS	FRAMEWORK OF DEVELOPMENT	INDICATIVE PRACTICES	CLIL Options	Useful classroom language
Data collection and observations. Learner to collect systematically and targeted information with the help of one or more senses or with use of instruments, which extend the senses	<ol style="list-style-type: none"> <li>1. Free observation of environment data</li> <li>2. Enhance observations with simple instruments</li> <li>3. Use more than one sense for observing objects, phenomena or events</li> <li>4. Identify simple differences and Similarities</li> <li>5. Observing changes in relation to Time</li> <li>6. Selection of suitable instruments for observations (lense, ruler, thermometre)</li> </ol>	The children record their observations daily on the height of their plants (e.g., the lentils they have planted and have place in their 'nature' learning center.	<ol style="list-style-type: none"> <li>1 Audit (count, name) plants, trees, bushes in the local neighbourhood or school yard using a grid and ticks for tallying</li> <li>2 Survey leaves by size</li> <li>3 Survey seeds / pods / types of seed (seed, bulb) Collect seeds from foods (apple, tomato, pumpkin)</li> <li>4 Mapping plants / create a simple sketch of the local area (yard, garden) – make a simple key</li> <li>5 naming parts of plants (colours)</li> <li>6 grow from seed to seedling in the window greenhouse over a week / two weeks</li> <li>7 potting seedlings in plant pots</li> </ol>	<p>One, two, three ... Names of plants (roses) Names of trees (plane, oak) There is ... There are... Smaller/bigger Smallest/biggest This is a ... seed Names of plants It feels (soft, hard,), it smells (fresh) I feel .../I smell .../I see / This is the ...(root, stem, petal, leaf) It's red, blue It's 2cm (unit) It's 5 .../it's grown ... Days (Monday, To begin / start At the end Sequences (first, then, next, after that, don't forget...)</p>
Classification The learner organizes objects,facts, data or more broadlyinformation through identificationand application of specific criteria.	<ol style="list-style-type: none"> <li>1. Select and group objects based on a feature</li> <li>2. Locate the foreign element in a group</li> <li>3. Identify differences and similarities and create simple groups of objects based on a specific criterion and descriptionand justify the classification</li> <li>4. Select and group objects based on two or more given criteria</li> <li>5. Serialization of three or moreobjects obviously different inascending or descending order. Explanation of classification and reference to the criterion</li> <li>6. Grouping and serialization of objects on the basis of unseen characteristics</li> <li>7. Select and group objects based on two or more criteria</li> </ol>	In the learning center 'Aqueduct', in a structured game, children play with objects and discover the properties in terms of sinking and navigation with the kindergarten teacher helping children.	<p>Sorting by size / by type</p> <p>Grouping according to similarity</p> <p>Counting</p> <p>Sorting leaves by type / colour / shape</p> <p>Matching of seed and food / plant (tastes)</p> <p>Matching leaves or fruit with tree</p> <p>Ordering the stages of growth of a plant</p> <p>Odd one out (same / different or doesn't belong)</p>	<p>X ... is a ... y It's a It isn't a It's the same, different It's a tomato seed / an apple seed / a pumpkin seed It's a leaf from a tree / plant (an oak tree) This is first .../last ... Firstly, To start with, In the beginning, After that, Next, Finally, This isn't the same This is different 'the odd one out' It matches It doesn't match</p>

# Cyprus Preprimary Science curriculum

CLIL Options	Useful classroom language
<p>1 Audit (count, name) plants, trees, bushes in the local neighbourhood or school yard using a grid and ticks for tallying</p> <p>2 Survey leaves by size</p> <p>3 Survey seeds / pods / types of seed (seed, bulb)</p> <p>Collect seeds from foods (apple, tomato, pumpkin)</p> <p>4 Mapping plants / create a simple sketch of the local area (yard, garden) – make a simple key</p> <p>5 naming parts of plants (colours)</p> <p>6 grow from seed to seedling in the window greenhouse over a week / two weeks</p> <p>7 potting seedlings in plant pots</p>	<p>One, two, three ...</p> <p>Names of plants (roses)</p> <p>Names of trees (plane, oak)</p> <p>There is ...</p> <p>There are...</p> <p>Smaller/bigger</p> <p>Smallest/biggest</p> <p>This is a ... seed</p> <p>Names of plants</p> <p>It feels (soft, hard,), it smells (fresh)</p> <p>I feel .../I smell .../I see /</p> <p>This is the ...(root, stem, petal, leaf)</p> <p>It's red, blue</p> <p>It's 2cm (unit)</p> <p>It's 5 .../it's grown ...</p> <p>Days (Monday,</p> <p>To begin / start</p> <p>At the end</p> <p>Sequences (first, then, next, after that, don't forget...)</p>



# Plants classroom examples

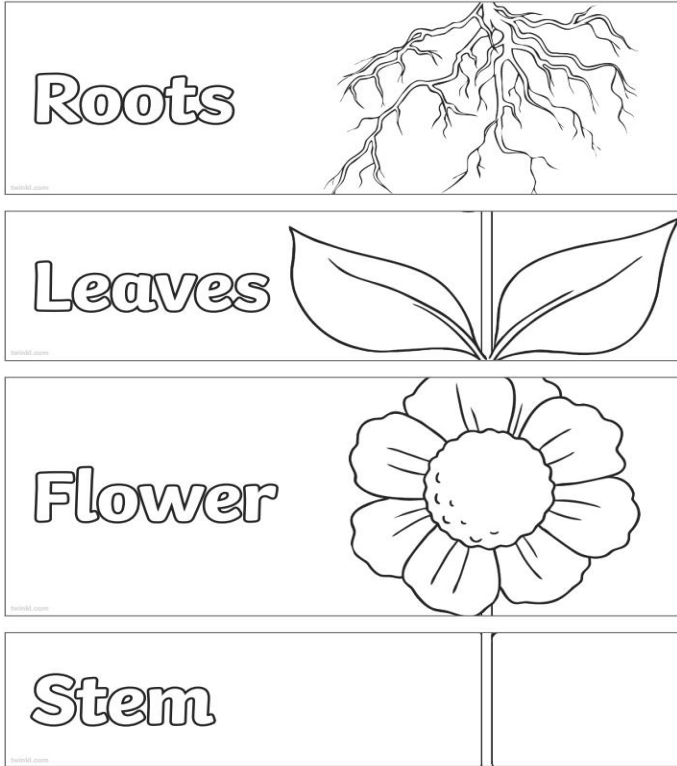


**INTERFACE – the image and labels (names and functions)**

# Plants classroom examples - parts

## Parts Of A Plant

Cut out the parts of a plant and stick them into the correct place.



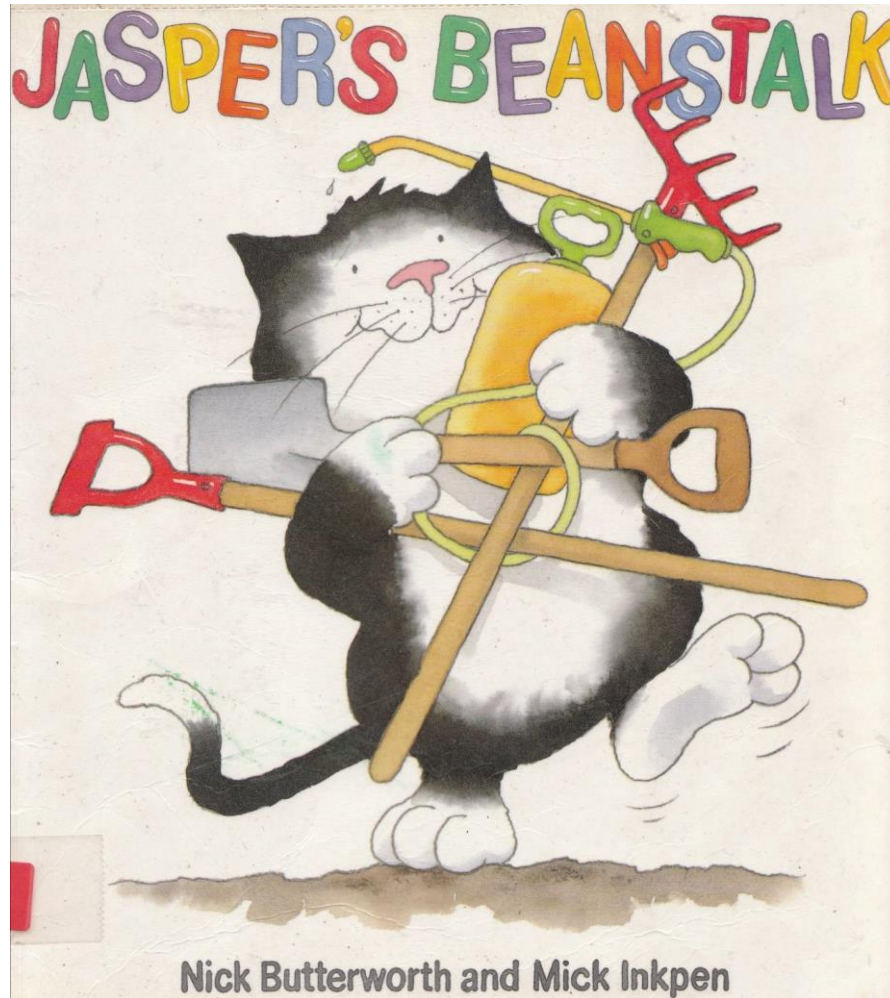
## Parts Of A Plant

Cut out the parts of a plant and stick them into the correct place.








**INTERFACE – sorting the parts of the plant**

# Plants classroom examples - process



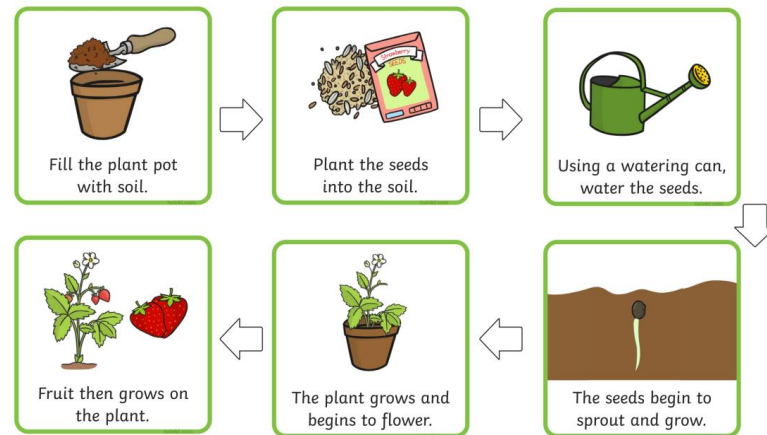
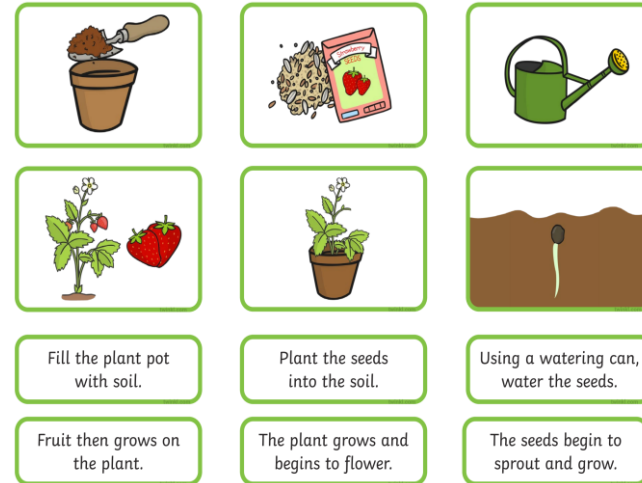
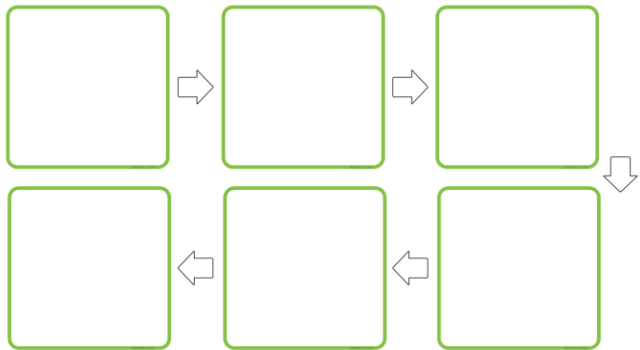
# Plants classroom examples - story

Jasper's Beanstalk	
	On Monday _____ Jasper found a bean
	On Tuesday _____ he planted it
	On Wednesday _____ he watered it
	On Thursday _____ he dug, sprayed, raked and hoed it
	One day, it grew into a huge beanstalk

**INTERFACE – sequence of days and actions**

# Plants classroom examples - process

## Fruit Plant Growth Sequencing





# Plants classroom

## examples – above/below ground

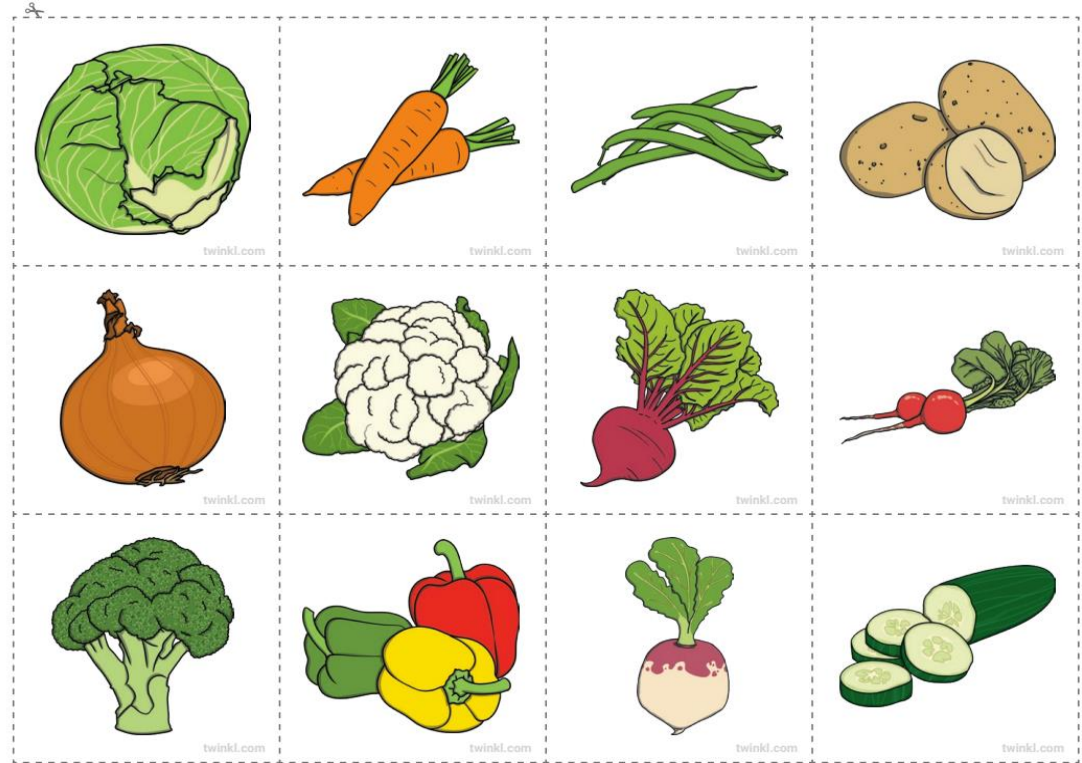
### Where Do Vegetables Grow?

Carefully cut out the different vegetables. Then sort them out to show which ones grow underground and which ones grow above the ground.

**Underground**

**Above the Ground**

**'... grow above the ground / underground'**



**INTERFACE – sorting into two groups – play 'fish'**

---

So...

get out the curriculum guidelines and  
add columns (procedures and  
language)





---

# Life Skills – surveying likes-dislikes

## **What language do we need?**

Asking Do you like ...?

Answering Yes, I do. No, I don't.

Summarizing the results

10 people like garlic. 20 people don't like garlic.

The most popular vegetable is ...

The least popular vegetable is ...

NB – the group work on surveying, gathering, graphing, summarizing and concluding creates 'time' for practice.

---

# Health Education – surveying eating and drinking habits

Younger children can survey with images and focus on a restricted number of options (e.g., fresh food / packeted food).

Older children can survey food groups (e.g., sugar, calories, fibre, proteins, fats)

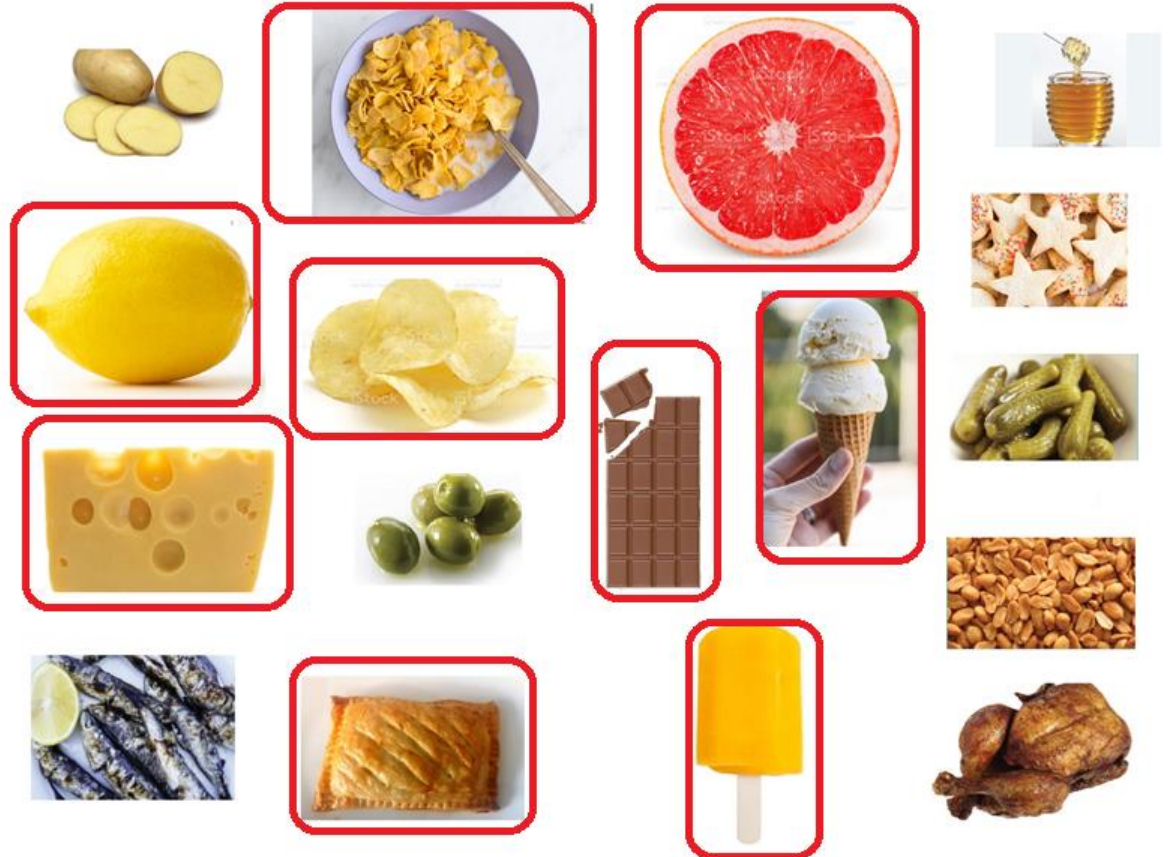
All children can explore tastes!

# Tastebuds



# Pause - check

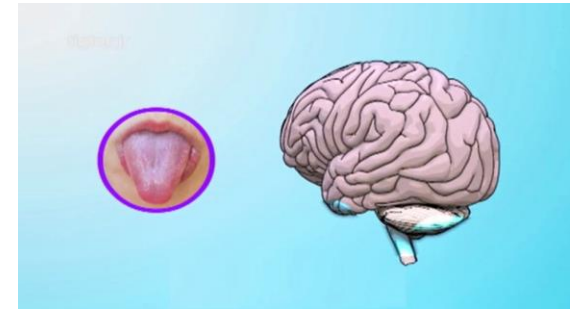
Mark the foods you see



**INTERFACE – images from the film**

# Understanding self - How do tastebuds work?

- Survey tasters in the group
  - Supertasters (over 20 receptors)
  - Medium tasters (between 10 and 20)
  - Low tasters (less than 10)
- The less receptors you have, the stronger the flavours you like
- The more receptors you have, the weaker the flavours you like



# From the tongue to the brain



**INTERFACE – parts of the tongue**

















# Tasting foods





# What foods do you like?

- Share your opinions and preferences
- Use the same film along with a table to get children's opinions on the foods they see

Foods	Yes	No	So so
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			

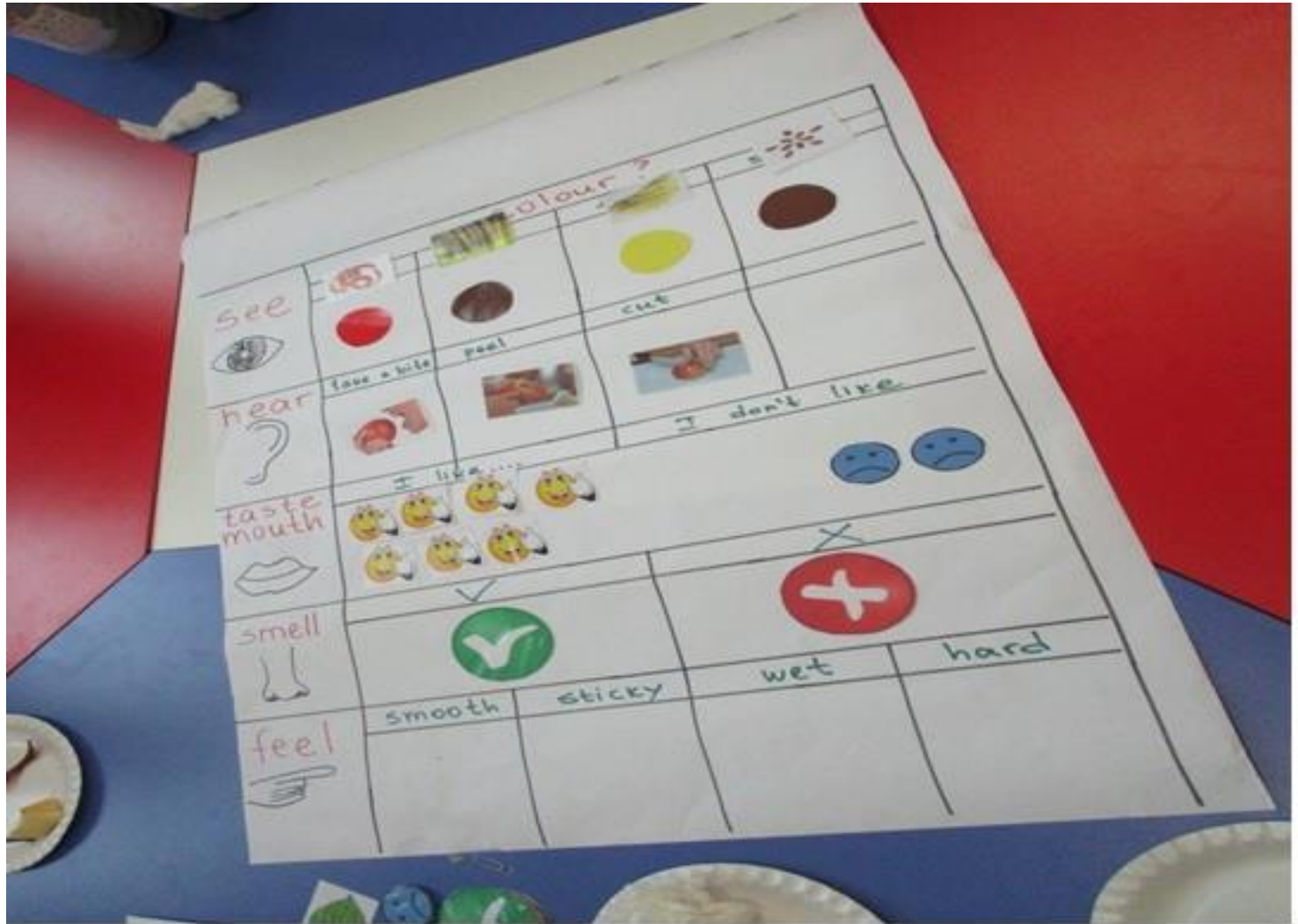
**INTERFACE – tick box table**

---

# Apple senses observation

- Explore your five senses with an apple
- **See**- Apple peels, stem, flesh, seeds and four colourful circle(red for the peel, brown for the stem, yellow for the flesh and brown for the seeds)
- **Hear**- Taking a bite, peeling an apple, cutting an apple
- **Taste**- happy and sad emojis according to number of students
- **Smell**- A tick and a cross
- **Feel**- stick small smooth, sticky, wet and hard objects so that children can touch the different textures in order to define how touching an apple feels
- -work with the apple so kids can see, taste, touch the different parts and match the pictures to the corresponding sections on the poster

# A conceptual structure for sensing an apple



INTERFACE – DIY table + images

# Foods in all the senses

**Can you hear an apple?**



**How does an apple taste?**



# Health Education – surveying eating and drinking habits

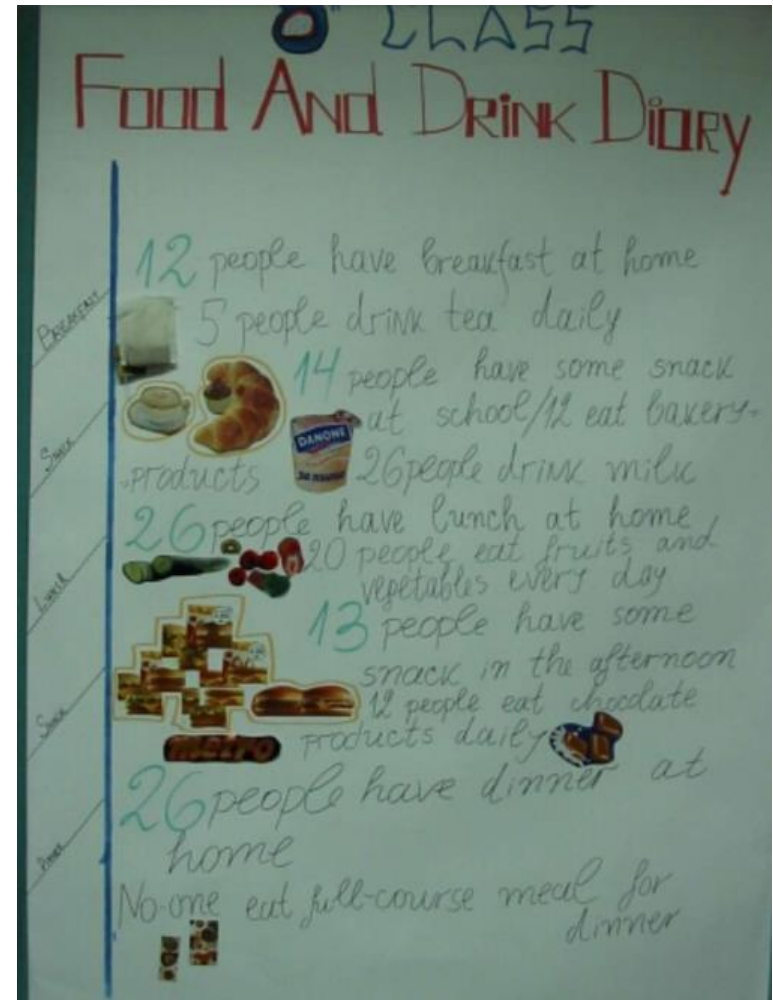
- 1) Observing  
Observing food and drink habits.
- 2) Data handling  
Analysing the information gathered on food and drinks routines.  
Comparing that with other groups, national data and international data.
- 3) Presenting  
Posters presenting data, poster market analysing and explaining data. Sending data to a partner class.

Time of day	Activities	Meals/Snacks eaten
04.00		
05.00		
06.00		
07.00		
08.00		
09.00		
10.00		
11.00		
12.00		
13.00		
14.00		
15.00		
16.00		
17.00		
18.00		
19.00		
20.00		
21.00		
22.00		
23.00		
24.00		

## INTERFACE – one-day diary

# Presenting

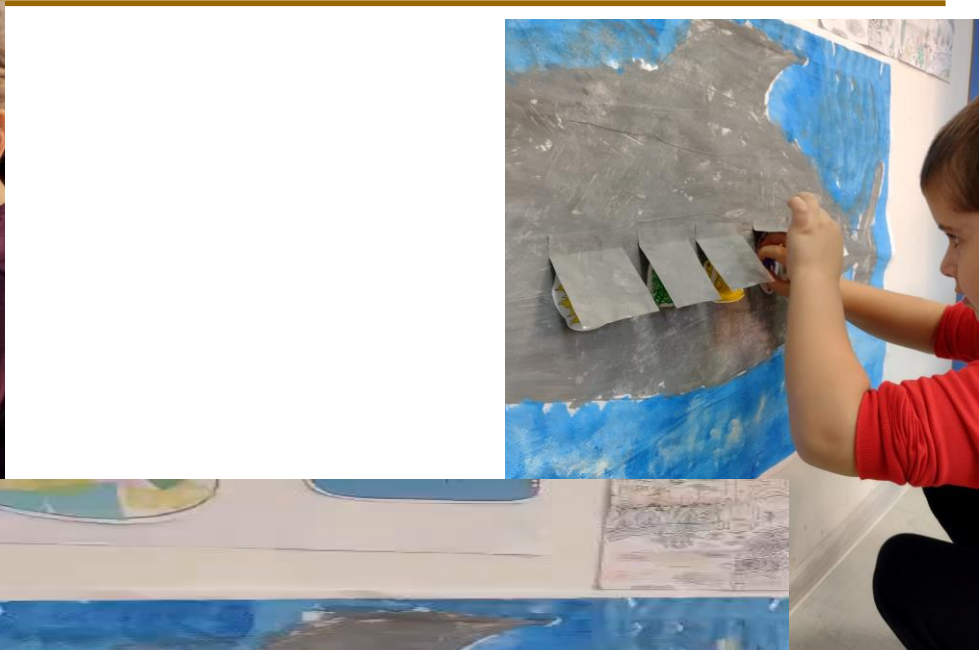
- a) For breakfast most students eat / drink...
- b) The sort of snacks we eat during the day are ...
- c) Arrangements for the meals during a school day are ...
- d) We think that most of the class eat:
  - a balanced diet
  - too much salt
  - enough fruit
  - too much sugar and vegetables
  - enough dietary
  - too much fat / fibre



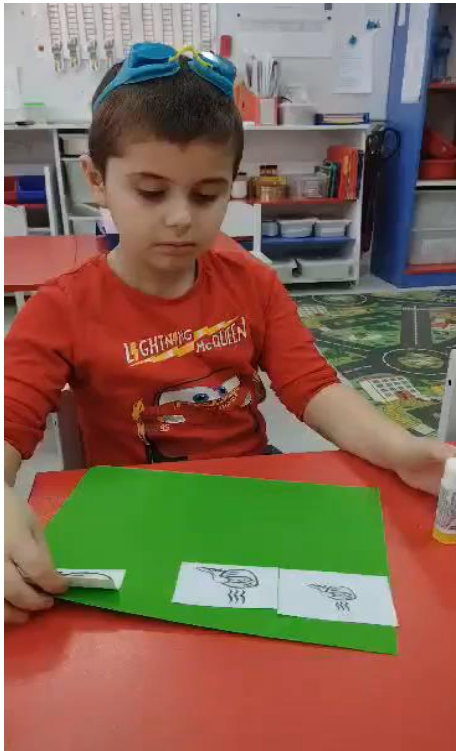
## INTERFACE – one-day diary

# Use art 'space' to host language

song (2.32) - There's a hole in the bottom of the sea



# Comparisons craft



**INTERFACE – different sized story images**



# Mona Lisa – Da Vinci 500

**Combined  
colours**



**What can you  
see?**

**Red-brown hair**

**Green-brown  
dress**

**Light brown  
sleeves**

**Brown-green  
hills**

**Blue-white  
mountains**

**Blue-green river**



# Da Vinci – Mona Lisa paper collages

What colour will you use for the skin, hills, sky, dress ...?

Instructions for collage art works

Use white pink for the skin



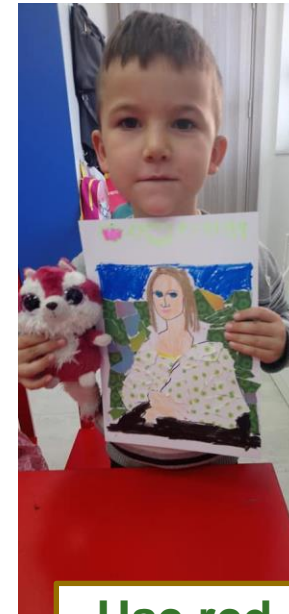
Use green, yellow and orange for the hills



Draw the outlines first  
Choose the colours  
Cut / tear out the shapes  
Glue shapes inside the lines

Colour the eyes and mouth  
Paint the sky  
Use different colours  
Fill in one space at a time

Paint the sky blue



Use red and white for the dress



---

## Interface spaces are everywhere

Curriculum document – functions (find shape)

Course materials (find shape)

Make ‘space’ for language (DIY)

Language audit (language reference)

Academic functions toolkit (shape ideas)

FACTWorld – [www.factworld.info](http://www.factworld.info)

# Putting CLIL into Practice

## Teacher Training



Putting Secondary CLIL into Practice (PSCIP)

Putting Primary CLIL into Practice (PPCIP)

Putting Pre-Primary CLIL into Practice (PP-PCIP)

<https://www.factworld.info/en/Bulgaria-Course-Putting-CLIL-into-Practice>