

Implementing CLIL in Design and Technology

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Why did we choose to teach Design and Technology through **CLIL** ?

Challenge



Interested in achieving the benefits reported in the CLIL literature

Our initial feelings and concerns

- Insecurity
- Anxiety
- Curiosity about an innovative approach
- Mixed feelings



How did we start? – stage 1

- We informed parents and the school administration
- We also introduced it to pupils and initiated it through a presentation about English in the world around us.

How did we start - stage 2: transition stage

Activities that establish and maintain a safe atmosphere

Percentage of L1 VS L2

Gradual increase of L2

On/off switch

Routines

Gradual introduction of key subject content language

Activities that offer linguistic scaffolding and allow for working with content

Use of body language

Recycling language

Supporting through visuals

Frequent comprehension checks

Adjusting questions and tasks

Gradual introduction of key subject content language – example: *Flashcard activities*

Cut (5)



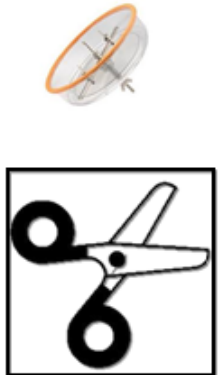
Coping saw



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Drill (4)



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Eyelet punch plier



Hole punch



.....

handsaw

Compass cutter

Paper drill

Hand drill

File

Glue gun

Hammer

Vise

Cutting board

Safety ruler

Gradual introduction of key subject content language – example:

Bingo games

<u>Bingo game</u> - Design and Technology Tools				
MEASURING-RULER	CUTTING-BOARD	PAPER-DRILL	SNIPS	WIRE STRIPPER
SANDPAPER	COMPASS-CUTTER	HOLE-PUNCH	HAMMER	COPING -SAW
SCISSORS	WISE	Park Bench Free Space	FILE	METAL-SAFETY-RULER
HANSAW	SCREWDRIVER	GLUE-GUN	TRY-SQUARE	G-CLAMP
HAND-DRILL	WORK-BENCH	DOUBLE-SIDED-BENCH-HOOK	EYELET-PUNCH-PLIER	WOOD-GLUE

Offering linguistic scaffolding

Examples of support offered through visuals:

- Pictures around the classroom
- Word wall
- Classroom language
- Labelling games

Pictures around the classroom



measure



cut



cut

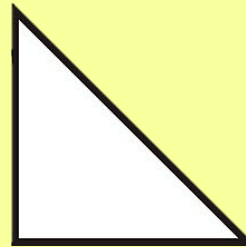
Pictures around the classroom



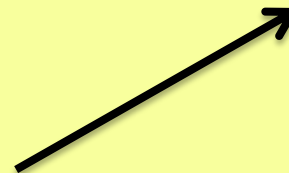
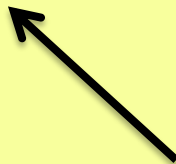
connect/join/glue



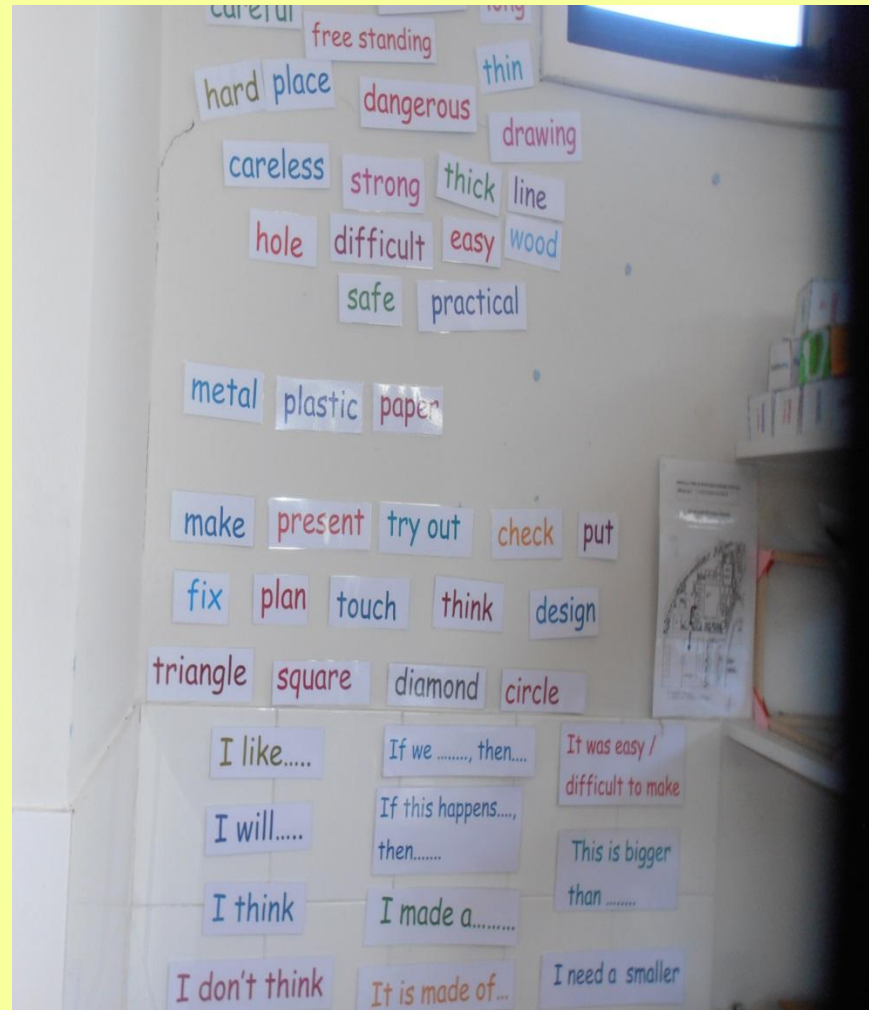
file



use



Word wall



Tools (1)



Safety rules



Classroom language

How do you say
.....in English ?

How do you
spell.....?

Can you help me,
please?

I don't understand

May I go to the
toilet, please?

Labelling



Examples of Routines

- Guess what we will talk about / or make
- Presentation of content aim of the lesson
- Teacher's demonstration-reminder on how to use specific tools
- Time for clarifying and asking questions
- Cleaning up

Cleaning up- placing the tools back to their places



Boundaries for use of L1/L2 ON-OFF SWITCH



Stage 3:

Offering and maintaining high quality lessons

ΔΙΑΔΙΚΑΣΙΑ ΣΧ.Τ. ...
Λύση Προβλήματος



ΛΥΣΗ ΠΡΟΒΛΗΜΑΤΟΣ



**1. Carefully preparing a
balanced CLIL lesson**

a. content goals

b. language goals

Overall unit goals

Content goals:

Children should be able to:

- recognize structures in their environment and famous structures (Parthenon, Bellapais, Eiffel Tower)
- categorise structures into Man-made/ Animal/ Natural Structures.
- evaluate a structure based on key factors (Shape, Size, Material, Strength, Support, Use, Aesthetics)
- make their own structure (photo frame)

Language goals:

Children should be able to:

- understand the language used in the classroom.
- understand and use the “structure” vocabulary introduced (man-made structures, animal structures, natural structures/ human skeleton, shell).
- use several linguistic structures (*It's used for..., It's made of..., It's made of...*)
- use the Comparative and Superlative degrees
- use adjectives.
- distinguish the shapes of objects (square, triangle, rectangular)

Unit goals

Lesson 1		Lesson 2		Lesson 3	
Content goals	Language goals	Content goals	Language goals	Content goals	Language goals
identify the triangle as the model for creating the strongest standing support	make comparisons using –er than	follow instructions	name the tools and materials	follow instructions	name the tools and materials
compare different photo frames	use the new vocabulary being introduced: photoframe, triangle, card triangle, support, strong, practical, hanging, standing, draw, design, paper, plastic, wood, metal, big, small, medium-sized, square, rectangular	suggest what kind of tools they will use to make the frame	use the new vocabulary being introduced: tools, materials, woodstick, paper, vise, hacksaw, flat file, measuring ruler, jointer, sandpaper	describe the procedure of making a photo frame	use the new vocabulary being introduced: edges, connect, join, measure, cut, fix, engrave, file, paper sheet, hook, pretty, nice
evaluate ready-made photoframes	describing a ready-made photoframe using “It’s made of.....”	suggest what kind of materials they will use to make the frame		measure, cut, connect, glue the wood stick frame, place a hook	Use phrases like: <i>First...../ Then...../After that...../Finally...../ I want to put... / to draw... / to write... / to stick... /It’s easy to make/It’s difficult to make</i>
make links between the way a frame stands up and how it looks				use tools safely/follow workshop safety rules	
make their own photo frame design				evaluate their frames	

2. Presenting the problem and setting specifications

STRENGTH: It will be

SIZE: It will be

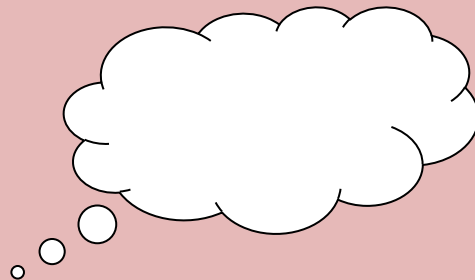
SUPPORT: It will be

FRAME SUPPORT: It will

SHAPE: It will be

ORIGINALITY:

It will look like this...



3. Researching (1)

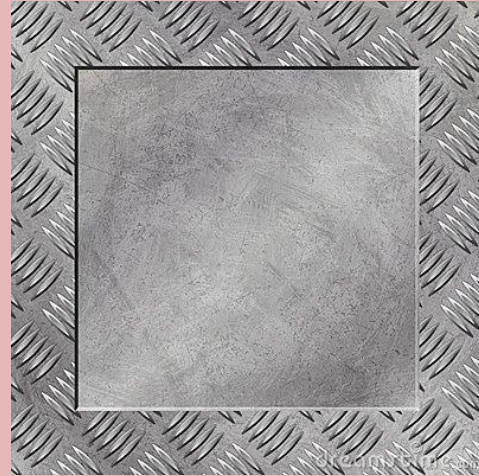
Draw how each photo frame looks like and how it stands...

1st



Circle the right answer...

2nd



- It is made of **metal/ plastic/ wood/ glass**.
- It looks **nice/ very nice/ bad**.
- It stands **well/ very well/ not very well**.
- It is **easy/ difficult** to use.
- You can find it **at school/ home/ work**.

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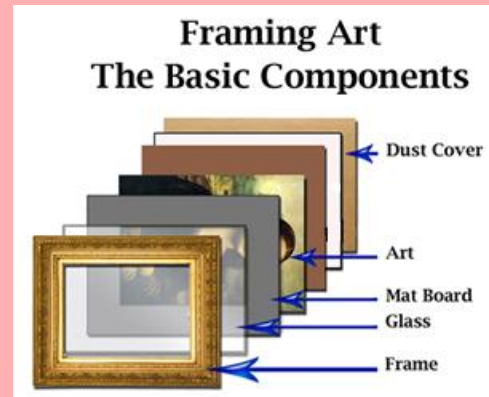
3. Researching (2)

Photo frames types:

- Wall photo frame
- Desk photo frame



Photo frame parts:



Triangle wall hanger



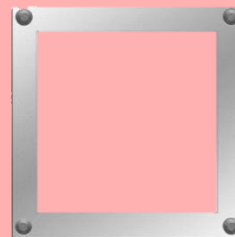
S-hook hanger



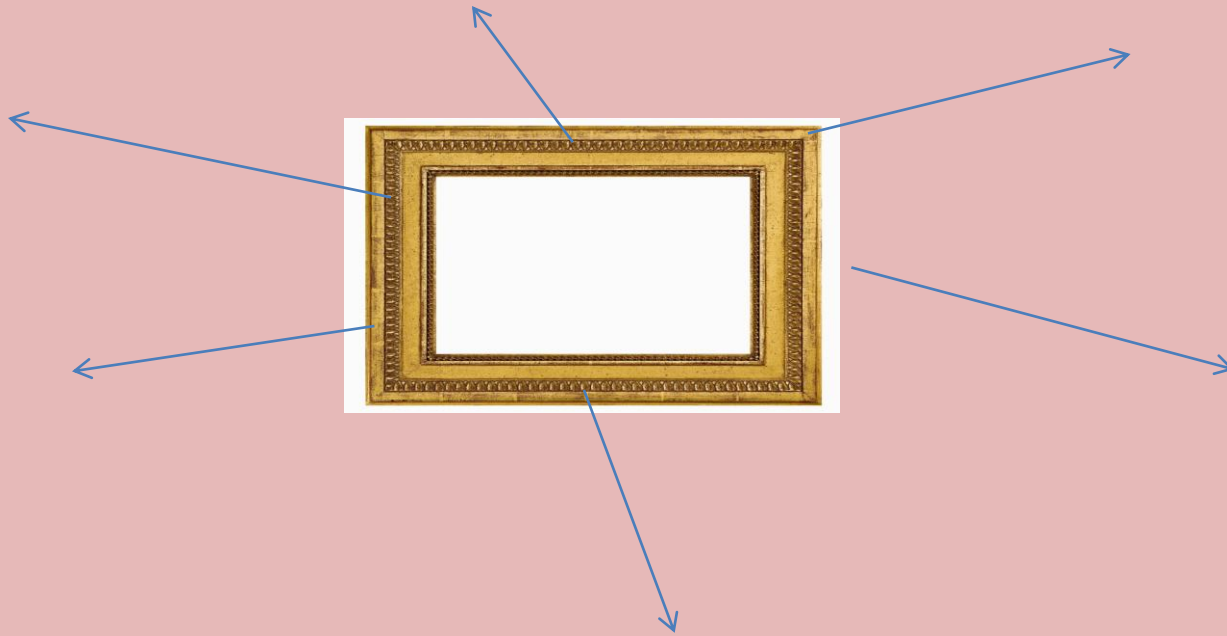
Pull out stand

Studying ready-made photo frames:

- Material
- Style and theme



4. Brainstorming activity to describe ready-made photo frames



5. Drawing ideas and solutions to a problem

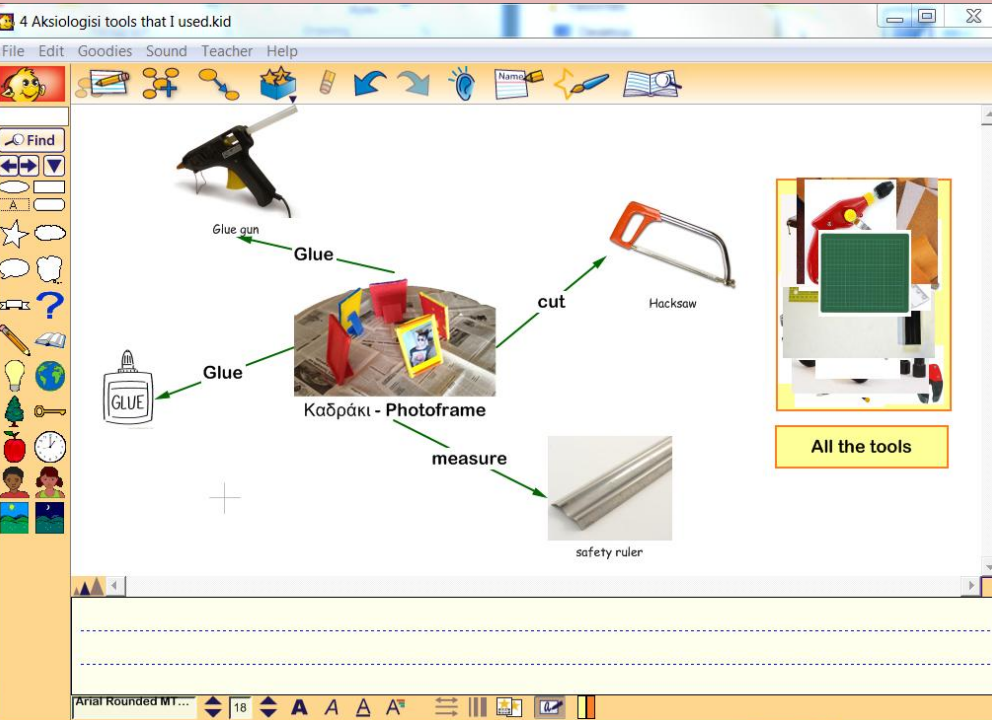
Complete the following:

- The photo frame is for my
- I will use to make it.
- It's going to be round/ square/ rectangle.
- It will be standing/ hanging.

Draw your photo frame



Brainstorming activity with “Kidspiration” software



6. Working on the design



7. Evaluation

Powerpoint game – Safety rules

Safety Rules Game Student - Microsoft PowerPoint

File Home Insert Design Transitions Animations Slide Show Review View Multiple-Mouse

Cut Copy Paste Format Painter Clipboard Slides Font Paragraph Drawing Editing

1 **Safety Rules game**



2

Ask the teacher if you don't understand! Keep your work area clean!
Do not talk! Be careful! Always stand up when working with tools!
Don't throw things! Put all tools in their places at the end of the lesson!
Do not play with the tools! Tell your teacher if you cut or burn yourself!
Always put your hand up when you need help! Do not sit on tables!
Listen carefully to your teacher! Do not run in the room!



3

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4

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Always put your hand up when you need help! Do not sit on tables!
Listen carefully to your teacher! Do not run in the room!



Safety Rules game



Results of the unit

Pupils final presentations

Evaluation of our CLIL experience

Our perception of pupils' response to CLIL

- ✓ At the beginning we only had two students out of two classes that were quite positive about CLIL lessons, while during the procedure the interest increased significantly .
- ❖ The majority of students had mixed feelings at the beginning.
- ✓ After a couple of months, mixed feelings were decreased since pupils seemed to gradually adjust to the teaching approach of CLIL.
- There were certain lessons that pupils hesitated to participate in English and they used only L1

Pupils' evaluation

Γράψε την άποψή σου/σκέψεις για το μάθημα του
Σχεδιασμού & Τεχνολογίας μέσω των Αγγλικών:



.....

.....

.....

Pupils' quotes:

«Μου άρεσε πολύ που έμαθα ονομασίες εργαλείων στα Αγγλικά»

«Μάθαμε πως ονομάζονται κάποια εργαλεία στα Αγγλικά και να αναγνωρίζουμε οδηγίες όπως measure, cut, file, glue, κ.ά. »

«Στην αρχή της χρονιάς ένιωθα άγχος. Όμως στη συνέχεια συνειδητοποίησα ότι οι δραστηριότητες ήταν απλές και κατανοητές. Επίσης ένιωθα ασφάλεια επειδή μπορούσα να μιλήσω και στα ελληνικά αν δυσκολευόμουν να εκφραστώ στα αγγλικά»

Our – the teachers' - perspective:

- ✓ Authentic settings
- ✓ Meaningful learning
- ✓ Improvement of the 4 skills
- ✓ More input exposure
- ✓ Develops positive attitudes towards English
- ✓ It's a rather appealing teaching approach
- ✓ As a teacher that implemented CLIL for the first time, I had mixed feelings mostly at the beginning. After a couple of months, I saw students successfully involved in the learning process and after that I was predominantly dominated by positive feelings.
- We needed a lot of time to develop materials
- ✓ We had a lot of support from our supervisor and the CLIL advisor

Thanks for watching

