

I když nejsem jazykář, mohu učit CLIL?

Petra Vallin

Program

- ▶ Co vše může znamenat pojem CLIL
- ▶ Rozdíl mezi *soft* a *hard* CLIL
- ▶ Podoby CLILu dle dovedností učitele - příklady
- ▶ Přínosy CLILu navzdory jazykové úrovni učitele

ANKETA 1:

Jaké jsou Vaše zkušenosti s CLILEm?

- A. Nejsem si jistý/á, co pojem CLIL znamená.
- B. Víím, co je CLIL, ale v praxi ho zatím neuplatňuji.
- C. CLIL jsem zkusil/a, ale pravidelně ho nevyučuji.
- D. CLIL zavádím do své výuky pravidelně.

CLIL

- akronym Content and Language Integrated Learning
- **1994** – Jyväskylä, Finsko
- **CLIL = výuka nejazykového předmětu prostřednictvím cizího jazyka, která vyžaduje specifické strategie a metody výuky**
- **dualita cílů:** nejazykový předmět a cizí jazyk
- uplatňován **napříč stupni vzdělávání** od MŠ po VŠ
- není synonymem k bilingvnímu vyučování
- mateřský a cizí jazyk se v CLILu potkávají
- podporován dlouhodobě a systematicky **EU**
- existuje **mnoho podob** CLILu

CLIL jako zastřešující termín („umbrella term“)

Imerzní programy	Bilingvní vyučování	Jeden či více předmětů vyučováno v cizím jazyce (CJ)	Moduly či témata vyučována v CJ	60 min (či více) týdně CJ napříč předměty	Jazykové sprchy	Spolupráce se zahraniční školou
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ANKETA 3: Pakliže CLIL již ve Vaší škole zavádíte, který z těchto modelů uplatňujete?

- A. Jeden či více předmětů je vyučováno CLILem.
- B. Vybrané moduly (či témata) jsou vyučovány CLILem.
- C. Zvolily jsme časovou dotaci a učíme CLIL napříč předměty (1-4 hod týdně).
- D. Zavádíme jazykové sprchy.
- E. Spolupracujeme se zahraniční školou, např. v rámci E-twinningu.

Soft a hard CLIL

Soft CLIL	Hard CLIL
Vyučuje učitel cizího jazyka.	Vyučuje učitel nejazykového předmětu.
Převažuje jazykový cíl.	Převažuje obsahový cíl.
Odehrává se v hodinách cizího jazyka (AJ, NJ, FJ apod.)	Odehrává se v nejazykových hodinách (dějepis, zeměpis, přírodopis, chemie...)
V praxi je realizován již dlouho.	V praxi je zatím spíše inovací.

ANKETA 2: Na jaké úrovni v cizím jazyce přibližně jsem?

- A. Začátečník
- B. Mírně pokročilý
- C. Středně pokročilý
- D. Pokročilý

Podoby CLILu dle jazykových dovedností učitele

Pokročilí

- vedení celé hodiny v cizím jazyce včetně **organizace třídy a zadávání instrukcí**
- nabízení **otevřených úkolů**
- realizování **miniprojektů CLIL**
- provádění **experimentů**
- zapojování cizího jazyka do aktivit v rámci **exkurzí**
- práce s **autentickými materiály**
- nabízení **různých forem výstupu** (plakát, myšlenková mapa, ppt prezentace, radiový spot, videoreportáž, komiks, online kvíz)
- **poskytování zpětné vazby** a **formativního hodnocení** v cizím jazyce

Podoby CLILu dle jazykových dovedností učitele

Středně pokročilí

- využívání jazykových sprch (př. Kimovky, hry s flashcards)
- křížovky, spojovačky (spojování kartiček - obrázek + slovo + popis)
- výklad s oporou o PowerPointové prezentace
- online hry a aktivity (Quizlet, Kahoot, Mentimeter, Thinglink)

Which of the animals below is a mammal?

12

0 Answers

Skip

▲ Robin

◆ Gorilla

● Shark

■ Snake

thinglink..

Mentimeter



⚙️ Configure ? Help ✓ Saved 📄 ▶ Present

Type Content Customize

Question type ?

Multiple Choice

Image Choice

Word Cloud

Scales

Open Ended

100 points

Ranking

2 x 2 Grid

Who will win?

Q&A

Quick Form

Go to www.menti.com and use the code 12 81 64

21st ct student

Mentimeter

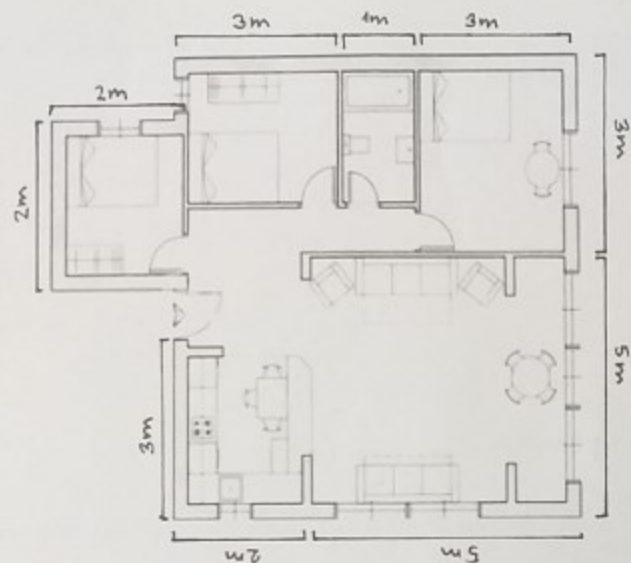


Podoby CLILu dle jazykových dovedností učitele

Mírně pokročilí

- vyjasnit si se žáky, že nejsem učitel cizího jazyka
- navázat spolupráci s jazykářem
- instrukce zadávat v ČJ
- zařazovat jednoduché jazykové sprchy
- zapojovat videa v cizím jazyce (Youtube, Khan Academy)
- využívat již existujících pracovních listů a psaných instrukcí
- hledat materiály na online aplikacích (Quizlet, Kahoot)

WORKSHEET: MY NEW FLAT



1. What kind of rooms can you see in the picture?

2. Answer the following questions:

- How many chairs are in the flat? _____
- How many armchairs are in the flat? _____
- How many bedrooms are in the flat? _____
- How many sofas are in the flat? _____
- How many doors are in the flat? _____

3. How large is the whole flat?

Answer: The whole flat is _____ m² large.

4. You want to buy a green carpet for the new living room. How much will you pay for the carpet if 1 m² costs 359 Kč?

Answer: You will pay _____ m²

5. You want to put a blue carpet to all the bedrooms. How many square metres of the carpet will you need to buy?

Answer: You will need to buy _____ m² of carpet.

Worksheet 1: AREA & PERIMETER (individual work)

1. Match the words with the shapes.

square

triangle

rectangle

circle



2. Write these words in Czech.

shape = _____

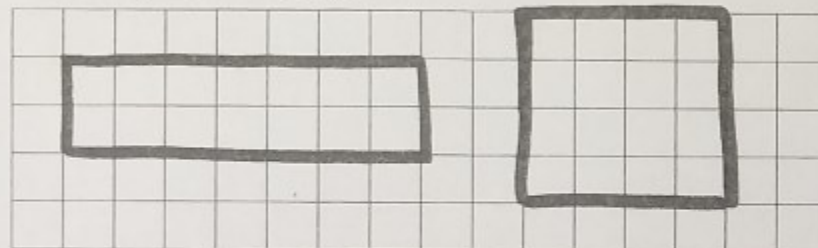
perimeter = _____

area = _____

square centimeter = _____

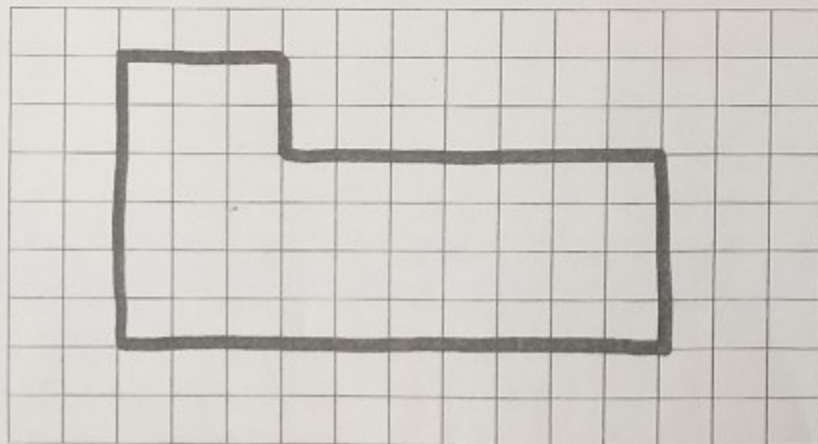
3. Which shape is bigger – rectangle or square?

Answer: The _____ is bigger.



4. What's the shape's perimeter? Answer: The perimeter is _____ cm.

What's the shape's area? Answer: The area is _____ cm².





Put the cards here.

?

?

?

?

?

7

3

7

3

3

3

?

2

?

?

2

3

?

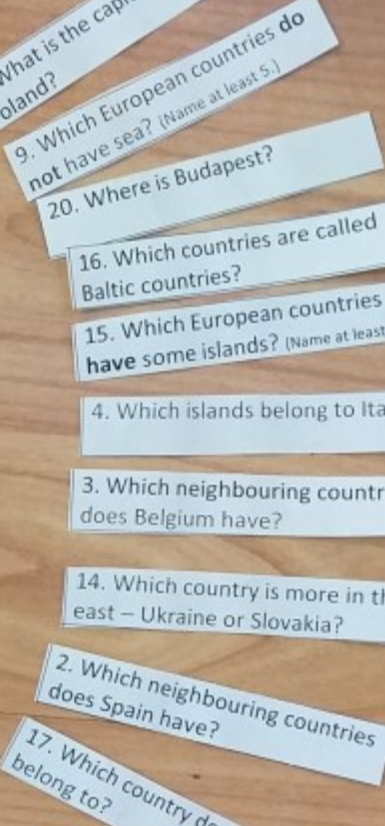
?

?

7

?

FINISH



6. What is the capital city of Poland?

9. Which European countries **do** not have sea? (Name at least 5.)

20. Where is Budapest?

16. Which countries are called Baltic countries?

15. Which European countries **have** some islands? (Name at least 5.)

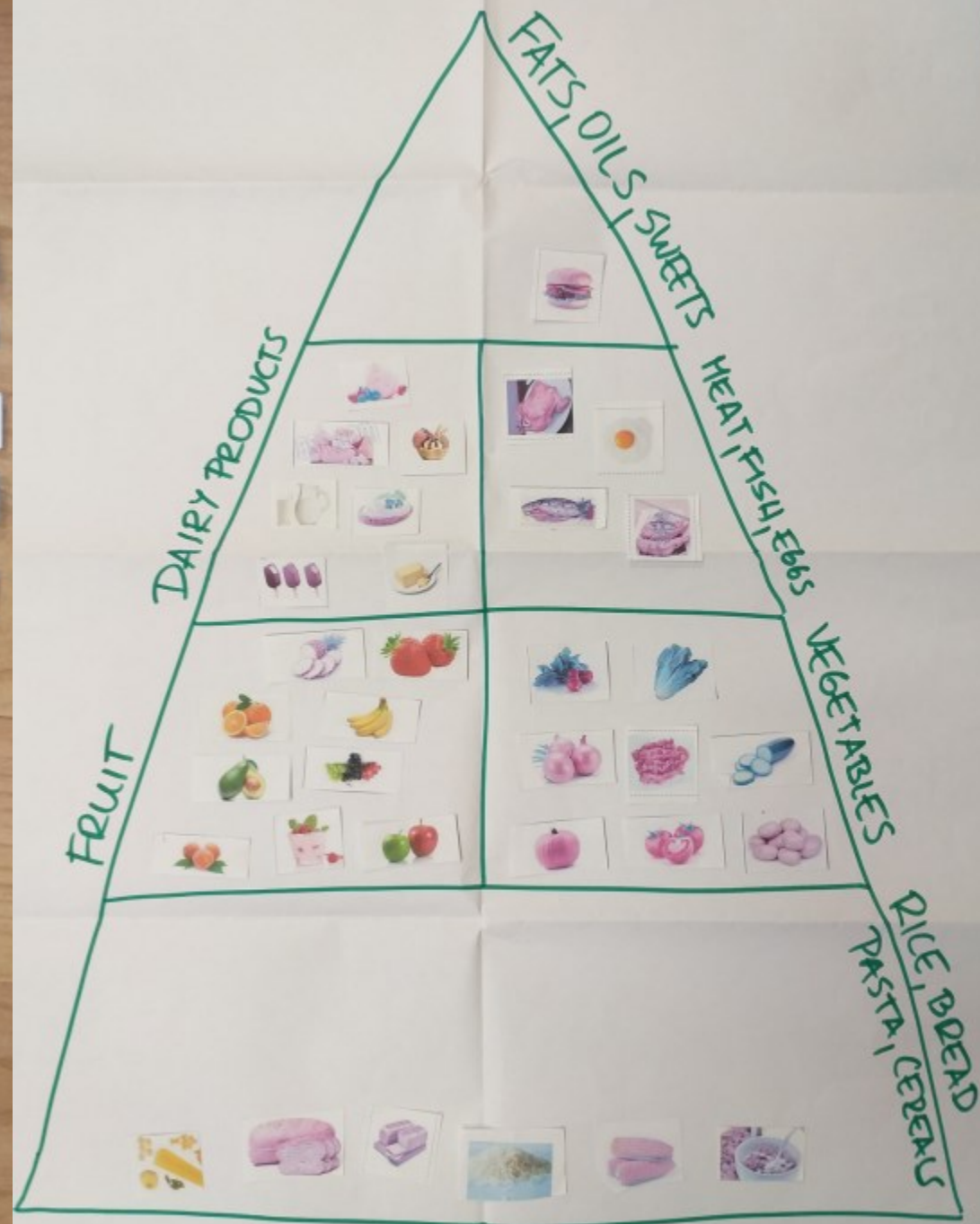
4. Which islands belong to Italy?

3. Which neighbouring countries does Belgium have?

14. Which country is more in the east – Ukraine or Slovakia?

2. Which neighbouring countries does Spain have?

17. Which country does Corsica belong to?



Cross-Curricular Resources for Young Learners

Primary Curriculum Box

Cambridge Copy Collection

CLIL lessons and activities for younger learners



Kay Bentley

True or false?

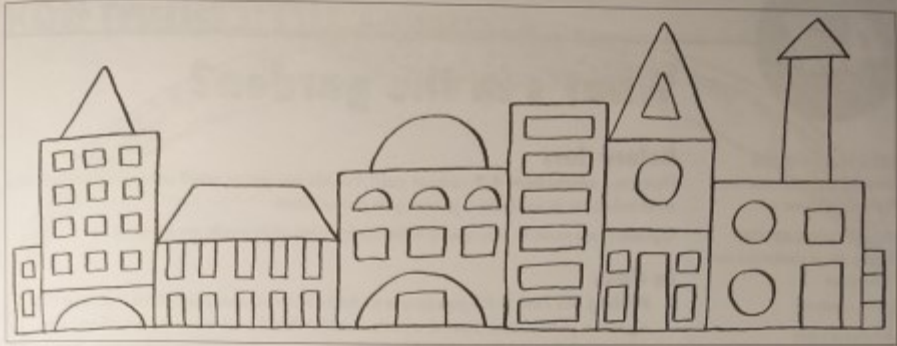
Read the sentences; write a T if you think the sentence is true, or F if you think it's false.

	• Fats and carbohydrates give my body energy.	☐
	• Water is not important for my body.	☐
	• I need carbohydrates, vitamins, proteins, fats, and fibre in my diet.	☐
	• Meat, fish, cheese, and eggs give my body proteins.	☐
	• I can't find vitamins in fruit and vegetables.	☐
	• Proteins help me to grow.	☐
	• Fibre is not in fruit, vegetables, and bread.	☐
	• Milk, yoghurt, fruit and vegetables give my body minerals.	☐

What's the capital city of ...?

Fill in the table.

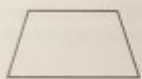
Flag	Country	Capital city
	USA	
	Australia	
	France	
	Italy	
	Russia	
	Germany	
	Turkey	
	India	
	China	
	United Kingdom	
	Republic of Ireland	
	Japan	
	South Africa	
	New Zealand	
	Canada	
	Argentina	
	Malta	



1 Match the words with the shapes.

a 

b 

c 

1 triangle

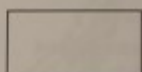
2 rectangle

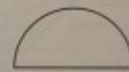
3 square

4 trapezium

5 circle

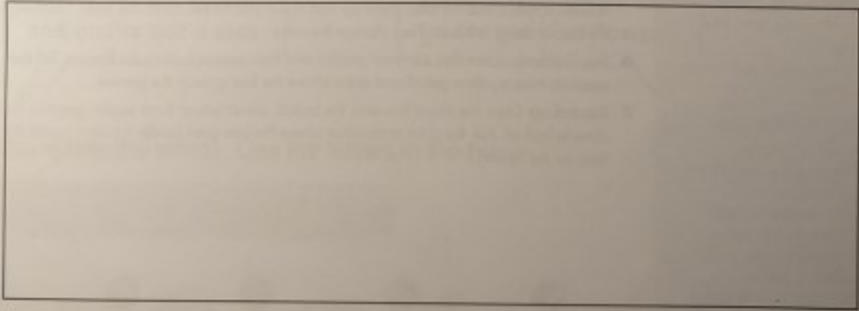
6 semi-circle

d 

e 

f 

2 Draw a city scene.



3 Describe one building in your city scene.

The windows are _____

The door is _____

The roof is _____

Recipe for a healthy sandwich

1 Look at the cheese sandwich recipe. Order the instructions.

Cheese and tomato sandwich

You need:

- 2 slices of brown bread
- 1 slice of cheese
- 1 tomato
- a little butter or mayonnaise

Instructions

- a Put the cheese on top. ☐

b Press the second slice of bread on top. ☐

c Cut the sandwich in two. ☐

d Cut two slices of bread. ☐
- e Place the tomato slices on top of the cheese. ☐

f Cut the tomato into slices. ☐

g Eat! ☐

h Take one slice of bread and spread butter on top. ☐

1 

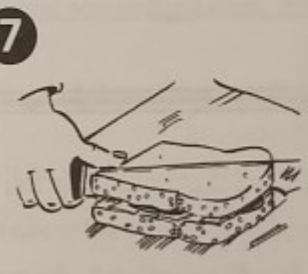
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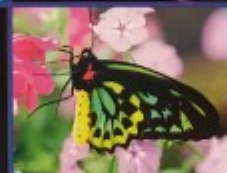
8 

rainy windy breezy sunny cloudy snowy icy foggy
hot cold warm cool storms thunder lightning

3 Make your own weather diary

	weather symbols	temperature	wind strength	wind direction	rain
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

THE CLIL RESOURCE PACK



Photocopiable and Interactive Whiteboard activities for Primary and Lower Secondary Teachers

By Margaret Grieveson and Wendy Superfine

Includes Interactive Whiteboard activities

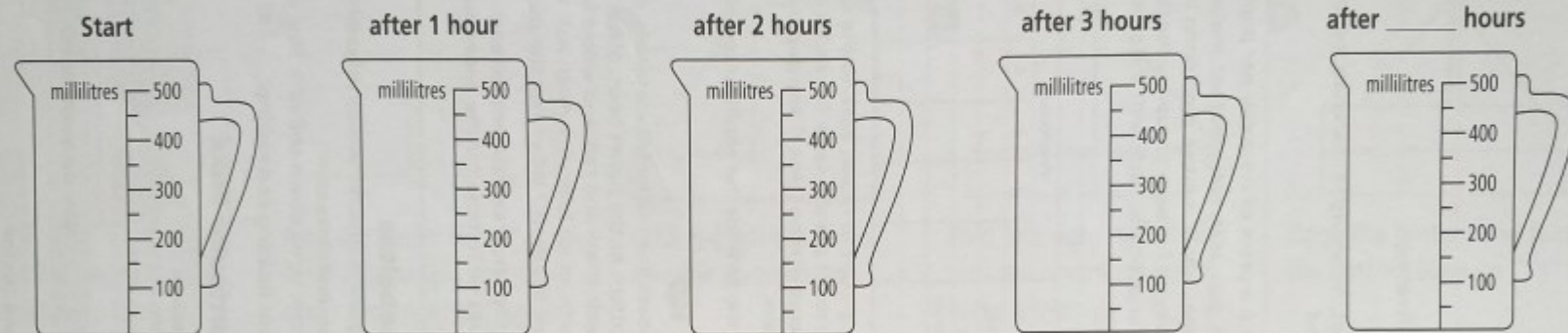


PHOTOCOPIABLE

The importance of water

1 Changing ice to water

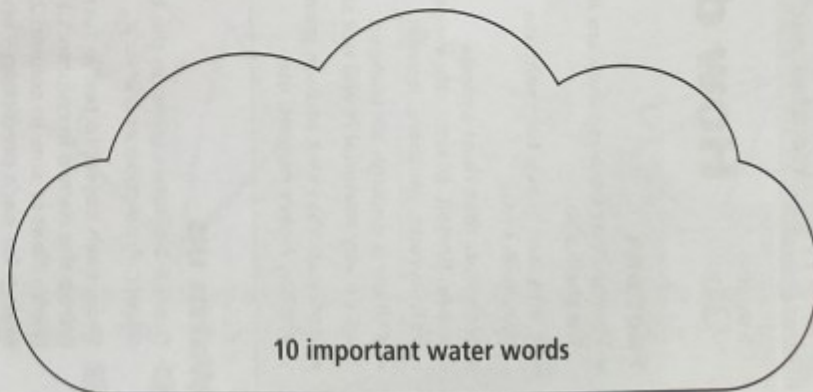
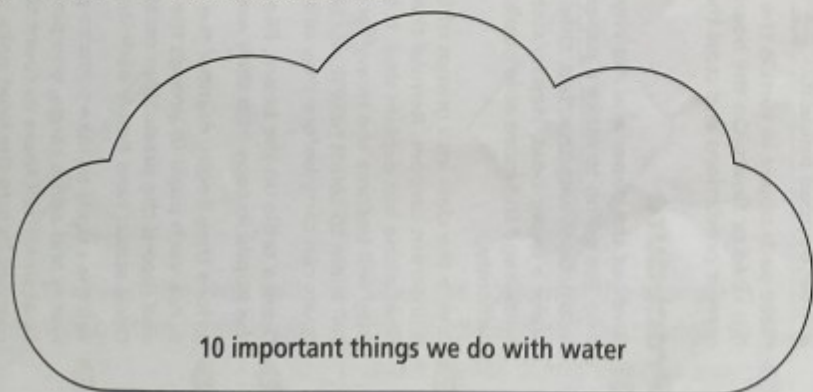
Look, draw and colour the ice and water in the jug.



Complete the sentences.

- 1 After 1 hour there are _____ ml of water and _____ ml of ice _____.
- 2 After 2 hours _____.
- 3 After _____ hours the ice has _____.
- 4 It took _____ for the ice to melt.
- 5 There are _____ ml of water left. _____ ml of water has evaporated.

2 Make a cloud mobile



Light review

Scientific words and dictionary definitions

Colour, cut out the words and mix them. Colour, cut out the definitions and mix them. Keep the piles separate. Work with a partner. Take turns to choose and read a word and find and read the definition. Do the 2 pieces fit?

eye	we use this to see
see	we do this with our eyes
light	opposite of dark
sight	sense using eyes
lens	in eyes, cameras, telescopes
shadow	there is not much light here
image	seen in a mirror
transparent	light goes through this
translucent	some light goes through this
opaque	no light goes through this
reflection	the image in a mirror
refraction	bending light

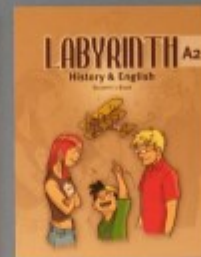
CAN YOU SPEAK GREEK?

MLUVÍŠ ŘEC

Angličtina A1

Angličtina A2

Němčina A1



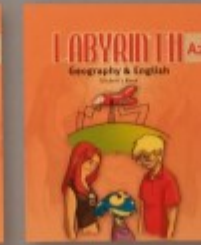
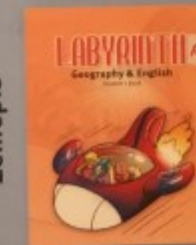
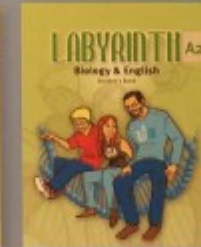
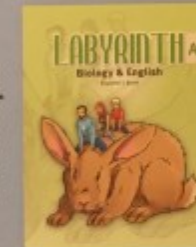
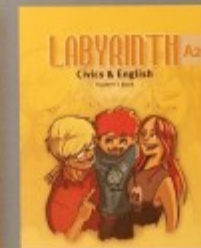
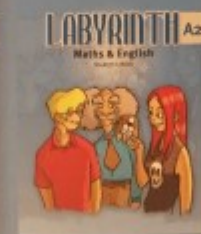
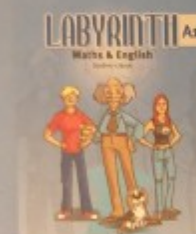
Dějepis

Matematika

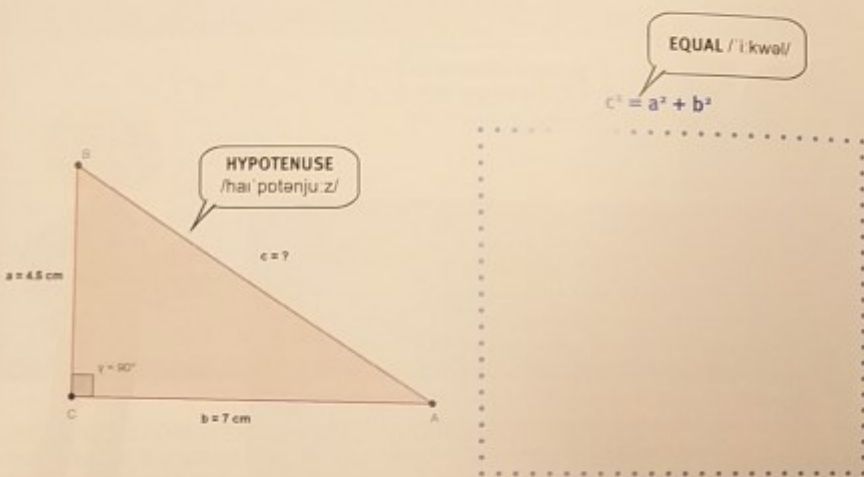
Občanská výchova

Přírodopis

Zeměpis



4. TIME FOR ACTION: CAN YOU SOLVE THIS EASY MATHEMATICAL PROBLEM? USE PYTHAGORAS' THEOREM!



6. PRACTISE POWERS, SQUARE ROOTS AND THE GREEK LANGUAGE

Each of you is going to get a piece of paper. Write down one mathematical problem (powers, square roots) or any Greek word which we talked about. Then make a snowball from your piece of paper. Stand up and make a circle. When the teacher says "FIGHT", throw

your snowball to someone else. Continue snowballs until the teacher says "STOP", then one snowball and read it aloud. Say your answer question on your paper. Start a new round when all classmates have read their snowball.

YOUR NOTES

HELPFUL HINTS

AREA	noun /'eəriə/ mathematical term – the area is a space inside a 2-D shape: $S = 5 \text{ cm}^2$ The area of a rectangle is given by multiplying the width times the height.
PYTHAGORAS' THEOREM	noun /pɪ θəg(ə)rəs 'θeərəm/ used to find the hypotenuse; $a^2 + b^2 = c^2$ You can use Pythagora's theorem to find the hypotenuse.
HYPOTENUSE	noun /hai'potenju:z/ the side opposite the right angle C is the hypotenuse in Pythagoras' theorem.
EQUALS	verb /'i:kwəl/ mathematical symbol = One plus two equals three.
SQUARE ROOT	noun /skweər ru:t/ mathematical symbol √ The square root of 25 is 5.
POWER	noun /'paʊə/ mathematical symbol ^ 3 to the power of 4 is 81.
FOUND	verb /faʊnd/ to bring something into existence The business woman founded a charity to help children.
SEEK	verb /si:k/ to try to find or get something I broke my leg. Go seek help, please.
KNOWLEDGE	noun /'nɒlɪdʒ/ understanding about a subject Your knowledge of thermodynamics is lacking.
DEVELOPMENT	noun /'devələpmənt/ the process by which someone or something grows or changes and becomes more advanced The development of new medicine against cancer is important.

IF YOU USE PYTHAGORAS' THEOREM FOR SOLVING ANY PROBLEM, YOU HAVE TO KNOW THE POWERS AND THE SQUARE ROOTS.

powers: 5^2

We say **five squared** or **five to the power two**

square roots: $\sqrt{4}$

We say **the square root of 4**

5. WRITE DOWN THE POWERS AND THE SQUARE ROOTS FROM THE DICTATION.

Odkazy na materiály CLIL (české zdroje)

- ▶ <http://clil.nuv.cz/> - pečlivě vypracované metodické listy a výukové plány CLIL pro 2. stupeň ZŠ a odpovídající ročníky gymnázií včetně materiálů ke stažení (AJ, NJ, FJ)
- ▶ <http://clil.nidv.cz/> - přípravy hodin CLIL na 2. stupni ZŠ a nižším stupni víceletých gymnázií (AJ, NJ)
- ▶ <http://cizijazyk.vuppraha.cz/> - aktivity CLIL pro 1. stupeň ZŠ v různých jazycích
- ▶ <http://propedeutika.rvp.cz/> - aktivity připravující žáky na budoucí výuku cizích jazyků a poukazující na jazykovou rozmanitost
- ▶ <http://digifolio.rvp.cz/view/view.php?id=7085> - krátké aktivity v AJ a NJ vytvořené studenty učitelství v Liberci
- ▶ <http://www.english-time.eu/pro-ucitele/> - nápady pro výuku cizího jazyka napříč předměty od Watssenglish (pro 1. stupeň ZŠ)
- ▶ <http://www.english-plus.cz> - nápady pro výuku cizího jazyka napříč předměty od Watssenglish (pro 2. stupeň ZŠ)

Odkazy na materiály CLIL (zahraniční zdroje)

- ▶ <http://www.onestopenglish.com/clil/> - teorie i praktické ukázky CLIL, psané v AJ
- ▶ https://padlet.com/petra_koukal/v17xq6bar9h8 - odkazy na pracovní listy CLIL pro 1. stupeň
- ▶ <http://www.languages.dk/clil4u/index.html> - materiály vzniklé v rámci projektu CLIL4u, pro všechny stupně včetně středních škol, všechny možné jazyky
- ▶ <http://multidict.net/clilstore/> - materiály CLIL řazené podle úrovní od A1 do C2 (texty, cvičení, odkazy na videa)

History - Famous explorers

one stop clil

1 Read and match the people and the pictures.



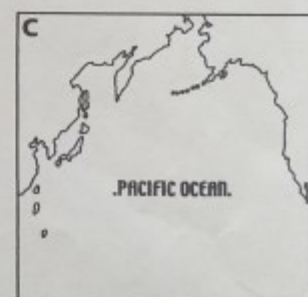
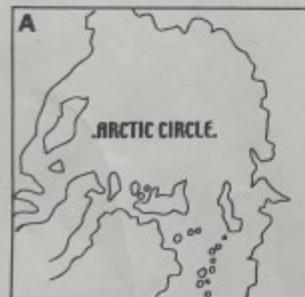
1 Roald Amundsen was the first explorer to reach the South Pole in 1911. In 1926 he went to the Arctic. He was the first explorer to fly over the North Pole.



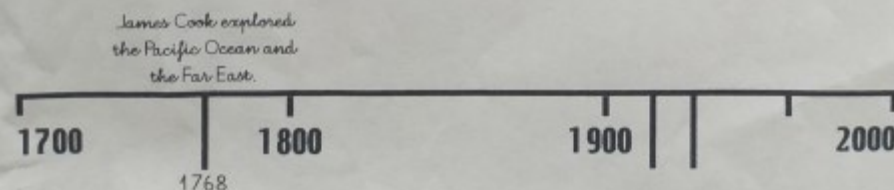
2 James Cook was a great explorer. In 1768 he explored the Pacific Ocean and the Far East. He used science and mathematics to help him. He made maps of the oceans and the seas.



3 Valentina Tereshkova was the first woman in Space. In 1963 she orbited the Earth for more than three days.



2 Use the information in activity 1 to complete the timeline.



Name _____

Planet Matchup

Learn facts about the planets.

Place the correct number in the box below each picture.


Sun


Mercury


Venus


Earth


Mars


Jupiter


Saturn

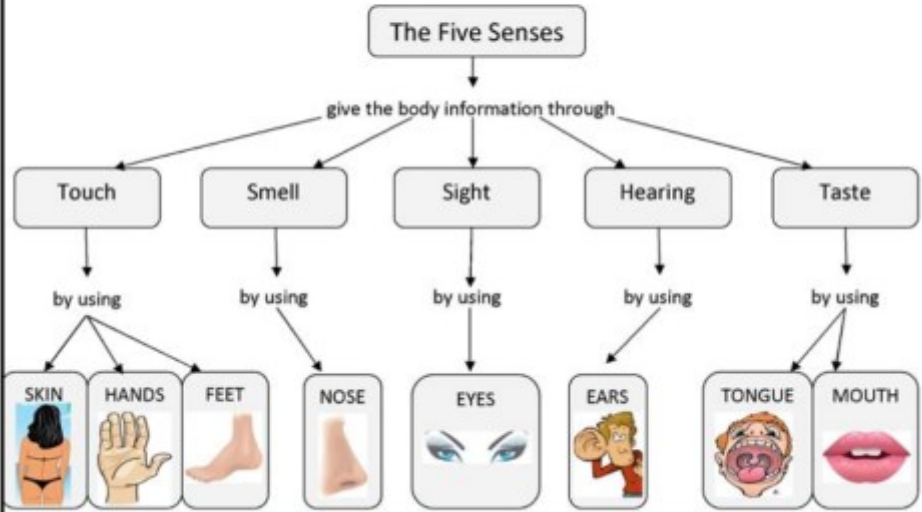

Uranus


Neptune


Pluto

1. This planet is home to "Olympus Mons," the largest volcano found in the solar system.
2. This planet gets very hot -- up to 800 degrees Fahrenheit -- because it is the closest to our star.
3. The third planet from the sun and the fifth largest planet.
4. The solar system's brightest planet that has a rapidly spinning atmosphere.
5. This is one of nearly twelve dwarf planets in our solar system.
6. An average star that makes up about 99 percent of the solar system's weight.
7. The largest planet in the solar system and the gas giant that is closest to the sun.
8. This "Blue Planet" spins on a horizontal axis and has 11 rings.
9. This is another gas giant, and the 8th planet from the sun.
10. This second-largest planet is so light that if there were a bathtub big enough, it would float in water.

The Five Senses



NAME FIVE THINGS YOU CAN

Touch/feel	Smell	See	Hear	Taste

I love the smell of _____
I hate the sight of _____
I love the feel of _____
I like the taste of _____
I love the sound of _____

Which is the odd one out?

- | | | | |
|------------|-----------|-------------|-------|
| 1. cookie | ice cream | lollipop | stone |
| 2. music | water | alarm clock | lamp |
| 3. love | heat | cold | sand |
| 4. perfume | food | music | sweat |

Describe your classroom using your senses. What can you hear, see, smell, touch and even taste?

Geography

Quizlet

STUDY

Flashcards

Learn

Write

Spell

Test

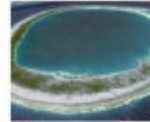
PLAY

Match

Gravity

atoll

a ring of coral that encloses a pool of seawater



badlands

wasteland that has been carved into unusual shapes by wind and water, like the Toadstool Geologic Park in Nebraska



bay

a body of water that extends into the land like the ___ of Bengal by India



beach

a rocky or sandy edge of land along a body of water



butte

an isolated hill with sloping sides and a small, flat top, like



a large group of islands, like the Bahamas

Click again to see term



1/114



Distance north or south of the Equator, measure in degrees.

Longitude



a large, low area of flat or rolling land with few trees



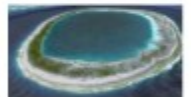
a large mass of ice that moves very slowly down a mountain or through a valley

plain



people classed according to common traits and customs

at fa



a ring of coral that encloses a pool of seawater

ethnic

atoll

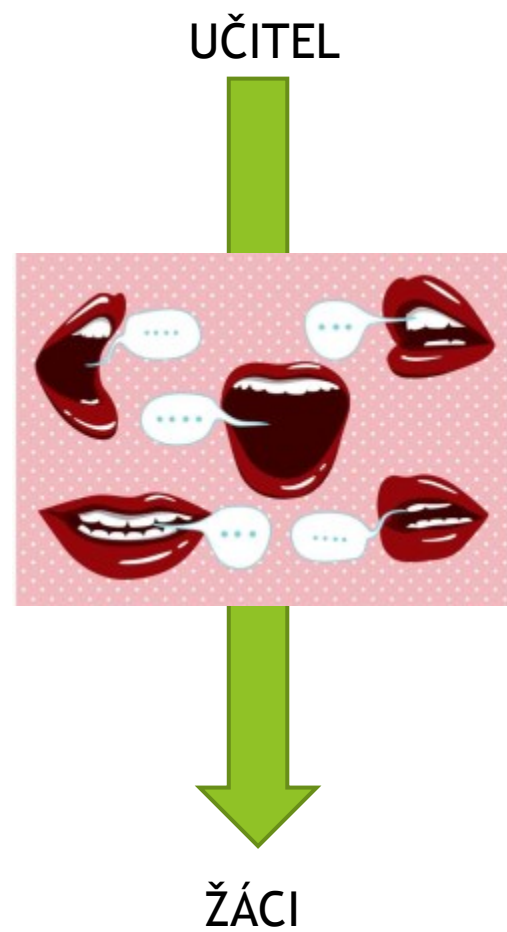
waterfall

glacier

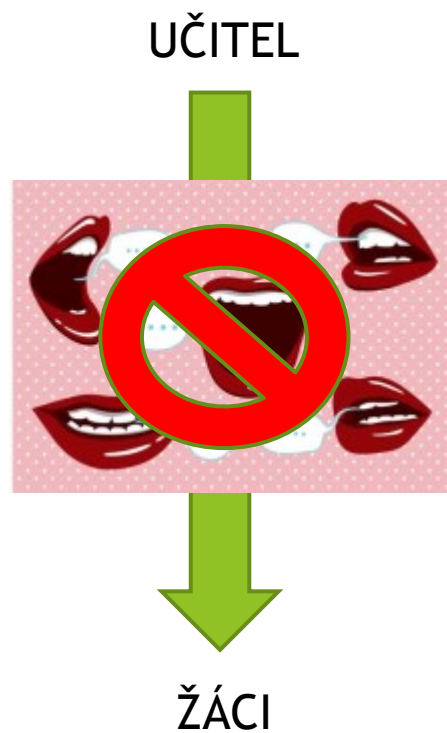
Pozitiva CLILu navzdory nižší jazykové úrovni učitele

1. Rozvíjí se **partnerský vztah** učitele a žáků.
2. Zlepšují se **jazykové dovednosti** učitele.
3. Učitel reviduje své pojetí výuky **ve prospěch aktivizačních metod**.

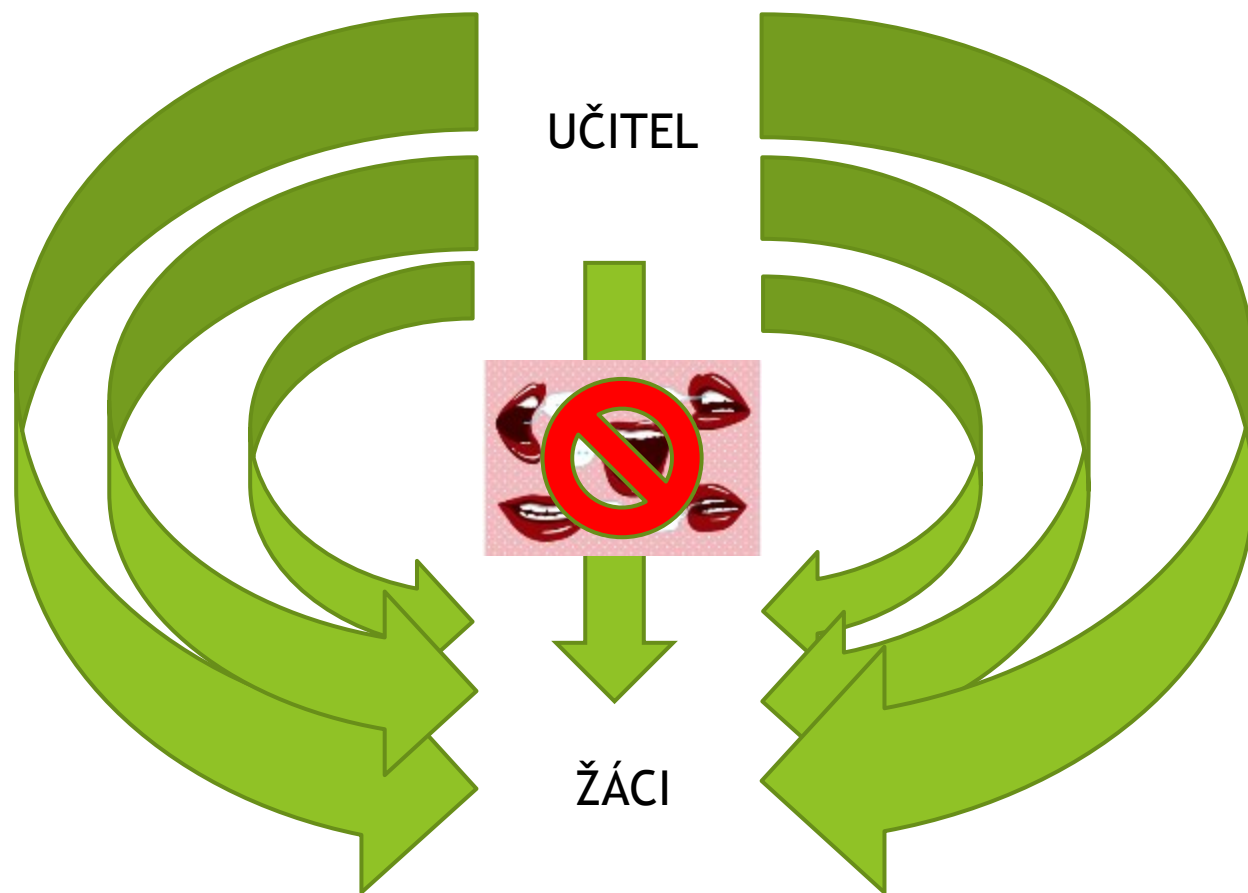
Jak proměňuje CLIL výuku



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„Vždyt' jim předám chybu.“

Kontakt

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