



Līdzfinansē  
Eiropas Savienības  
Erasmus+ programma



Kas zina, ko grib, spēj, ko grib. Rainis

Erasmus+ projekts nr. 2020-1-LV01-KA101-077140  
Skolotāju pedagoģiskās izaugsmes skola – ar skatu uz nākotni

## **CLIL methodology**

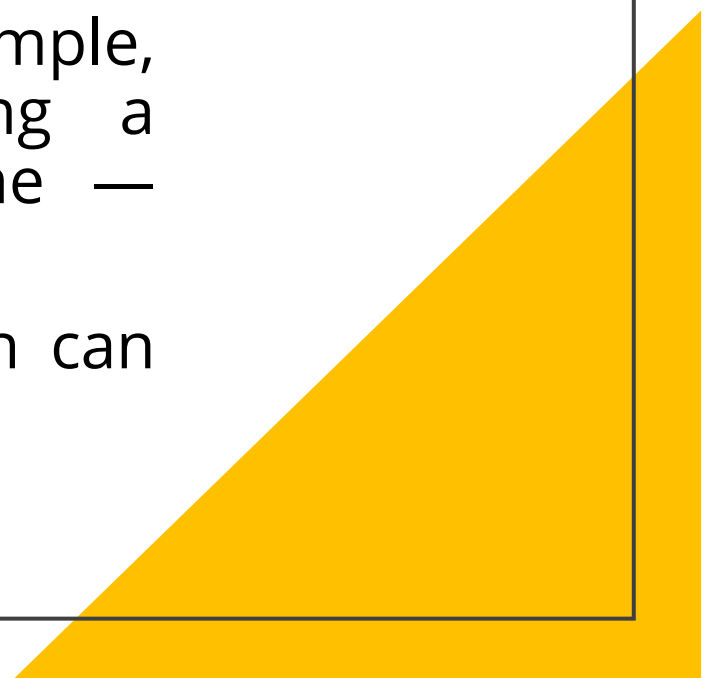
### **Learning foreign languages**

Anete Rābante  
Lāsma Vaicekauskā

Ādaži secondary school

# CLIL

- Content and Language Integrated Learning. This means studying another subject (for example, science, history, or literature) and learning a language, such as English, at the same time — integrating the two subjects.
- The definition is broad because the integration can happen in many different ways.



- A successful CLIL program depends on the cooperation between language teachers and content teachers. Each is an expert in his or her own field, so they need to share both their respective principles and information.
- As an example, think of an earth science class. The content teacher explains the water cycle through pictures, demonstrations, English, and if necessary, the students' first language (or L1). In tandem, the English teacher might cover language for explaining sequences and processes (*first, next, then, after that*), language for cause and effect (*because of, due to, results in*), and word forms (*vapor, evaporate, evaporation*).



# Communication

- Dictogloss

Dictogloss is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction.

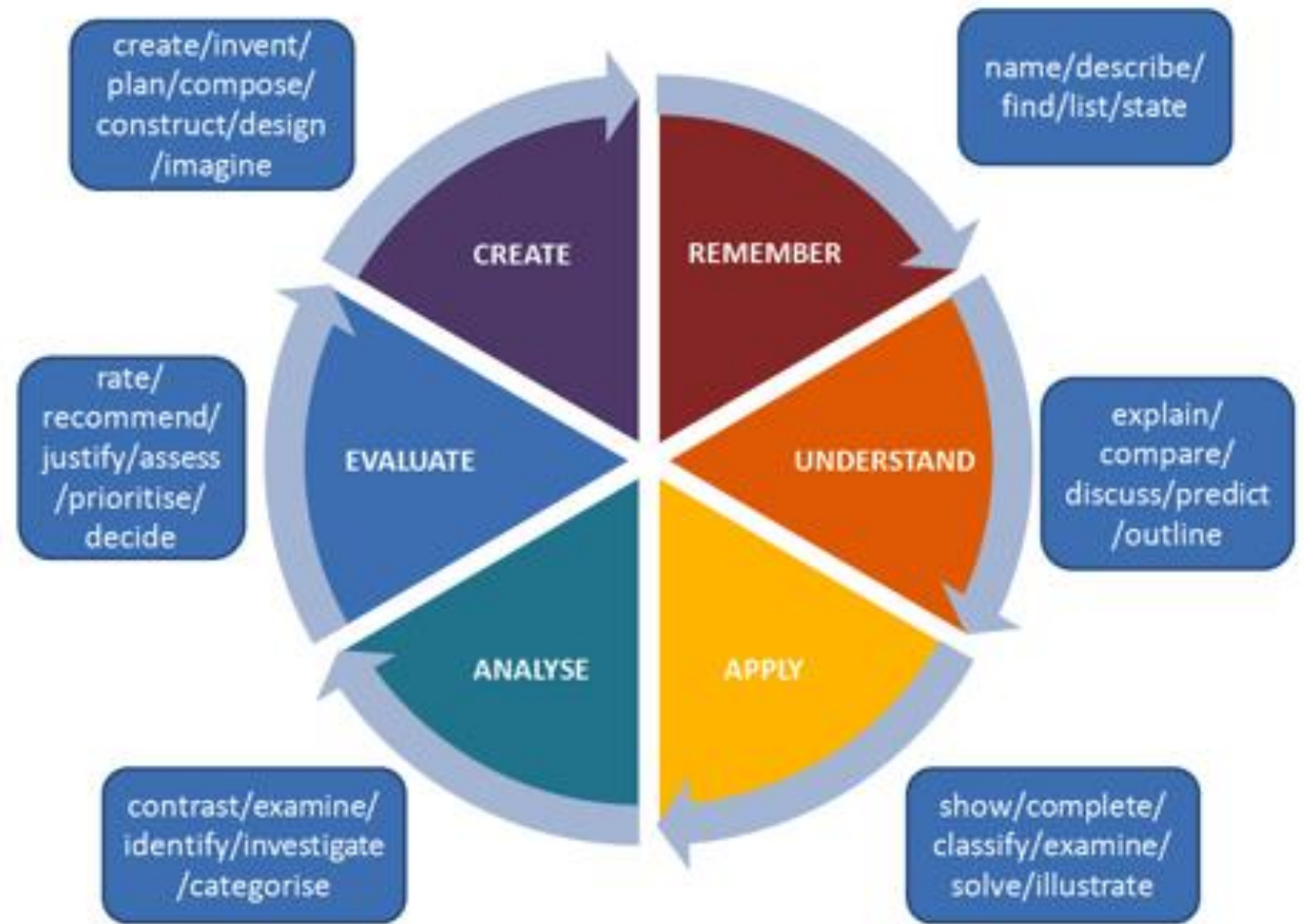
In the classroom

Dictogloss is often regarded as a multiple skills and systems activity.

Learners practise listening, writing and speaking (by working in groups) and use vocabulary, grammar and discourse systems in order to complete the task.

# Cognition

- **Bloom's wheel**
- **Knowledge** “involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.”
- **Comprehension** “refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.”
- **Application** refers to the “use of abstractions in particular and concrete situations.”
- **Analysis** represents the “breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit.”
- **Synthesis** involves the “putting together of elements and parts so as to form a whole.”
- **Evaluation** engenders “judgments about the value of material and methods for given purposes.”



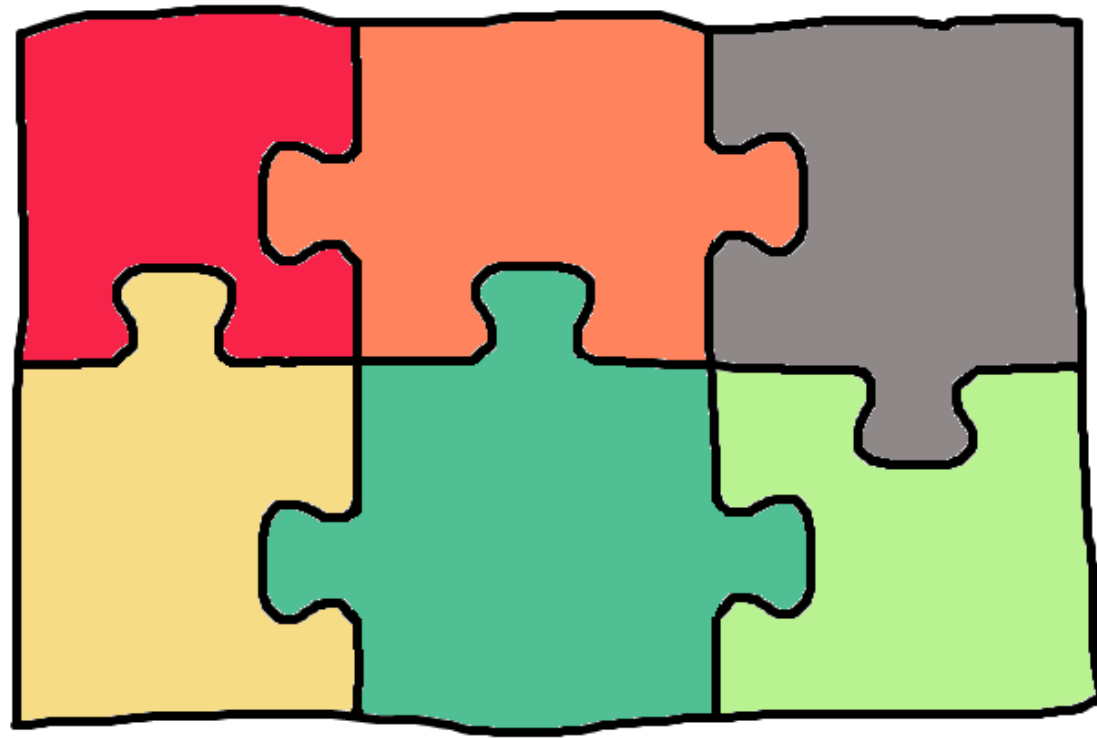


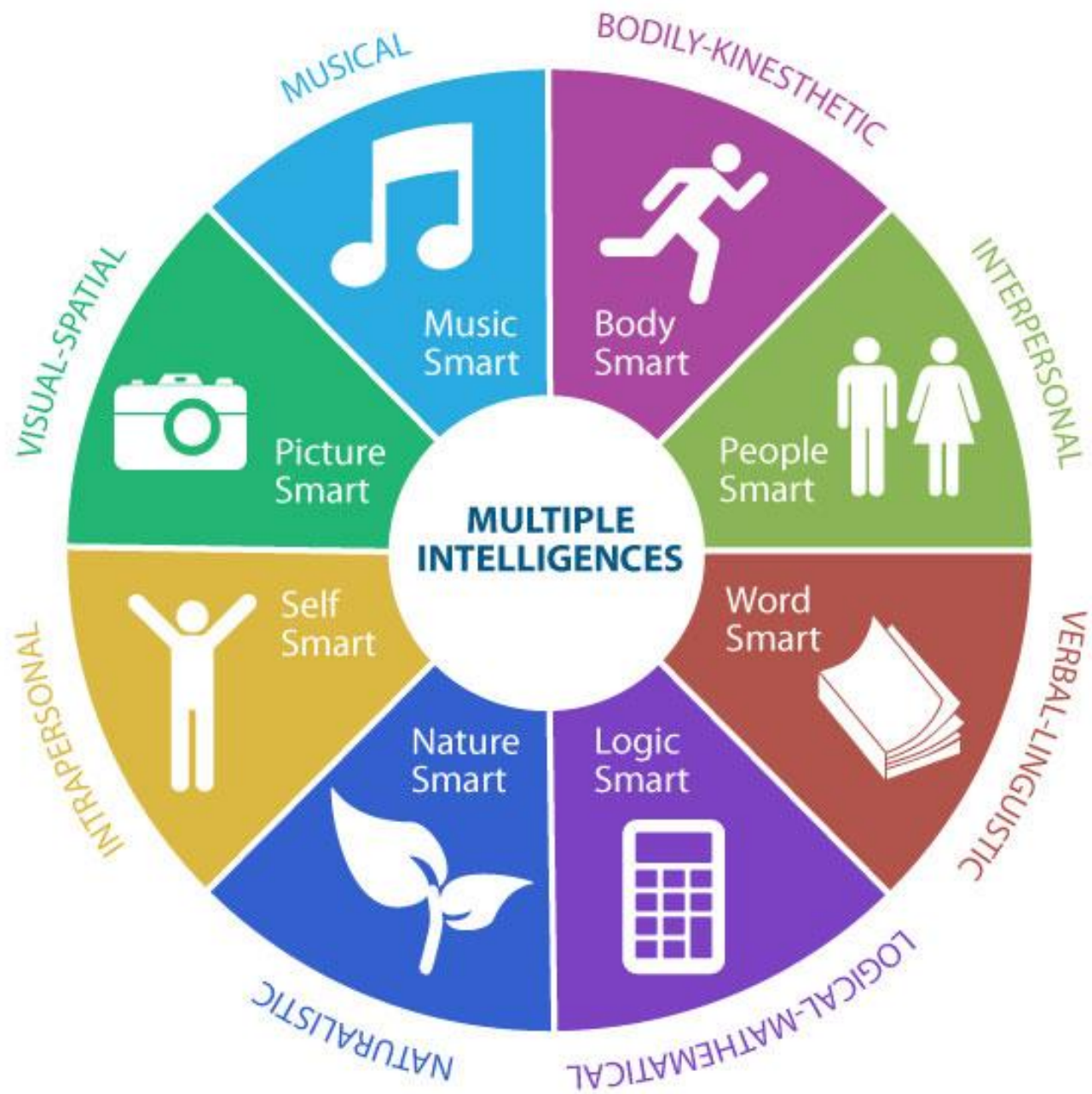
# Competence





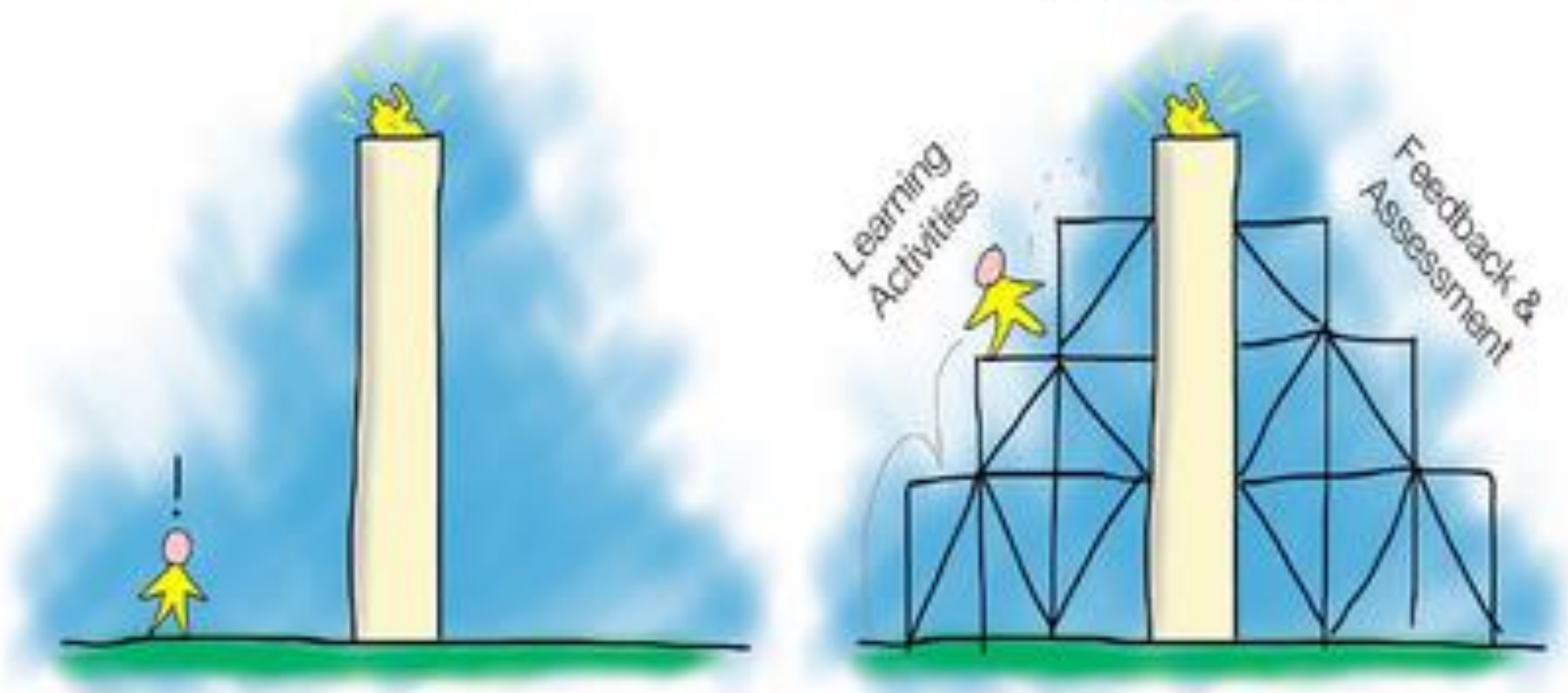
# Culture and Community





# Scaffolding

Learning Outcome



### Open-Ended Question Response

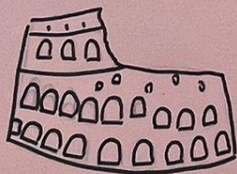
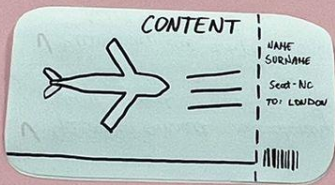
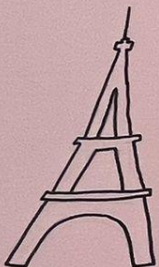
	<b>3</b>	<b>2</b>	<b>1</b>
<b>Main Idea or Opinion</b>	Response rephrases the question while declaring the writer's main idea or opinion.	Response declares writer's main idea or opinion.	Writer's main idea or opinion is not clear.
<b>Details and Evidence</b>	Writer shares at least 3 clear examples and evidence to support their idea or opinion.	Writer shares 1 or 2 examples and evidence to support their idea or opinion.	Writer shares little or no evidence and examples to support their answer.
<b>Organization, Grammar, Usage and Punctuation</b>	Writer's response has a clear beginning, middle, and end. Grammar, usage and punctuation makes the writing readable.	Writer's response flows, but the beginning, middle, or end is not clear. Grammar, usage and punctuation slows readability.	Response needs stronger transitions. Grammar, usage and punctuation make the text difficult to understand.







# TRAVEL



# EAT LIVE

A PLEASURE OR A NEED ??

CULTURE

COGNITION





