

TeachingEnglish webinars for teachers

Teaching heterogeneous groups in CLIL primary classes

Julia Mena Dobson



Supporting English teaching and learning



Newsletter



Resources, training and partnerships



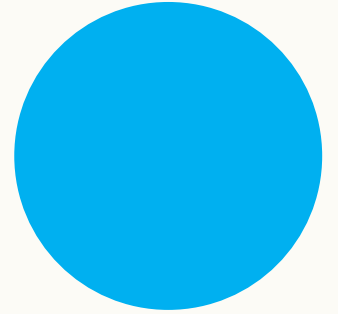
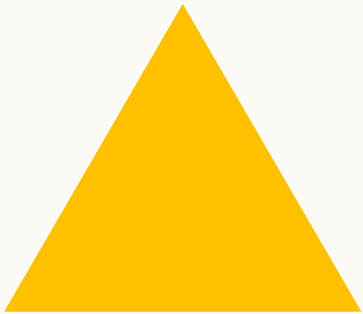
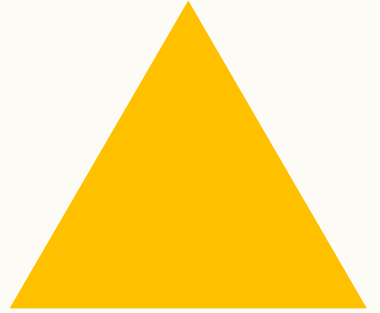
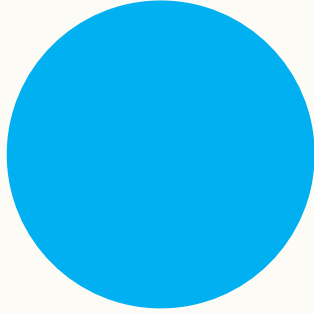
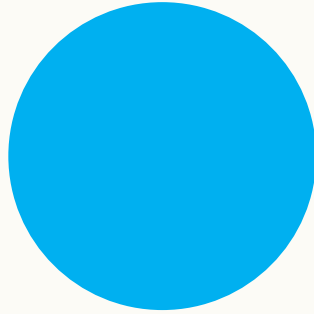
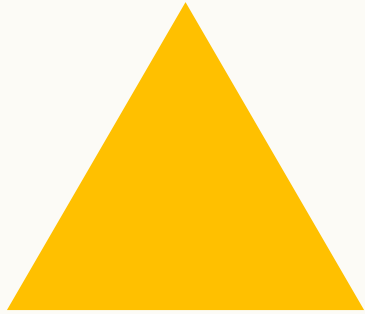
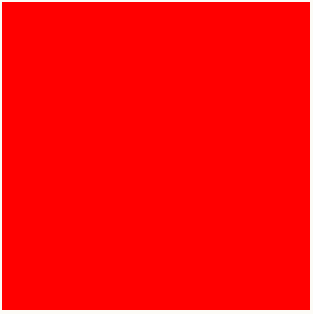
TeachingEnglish

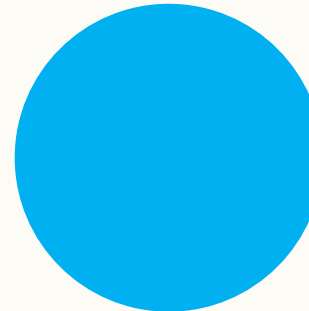
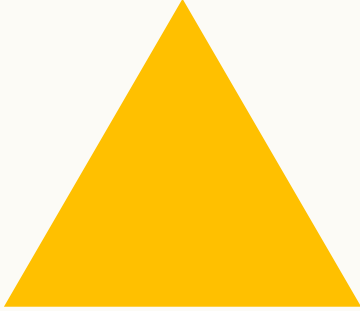
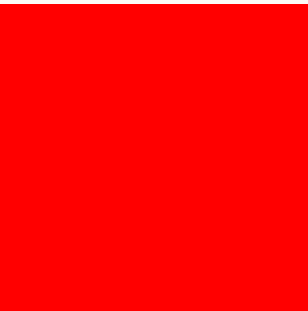
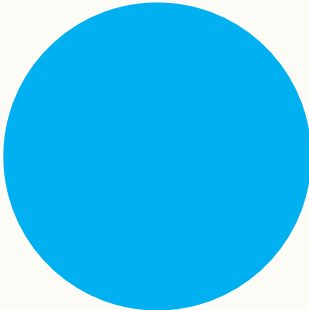
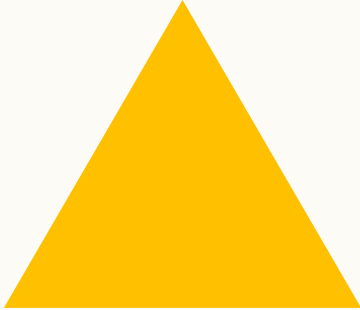
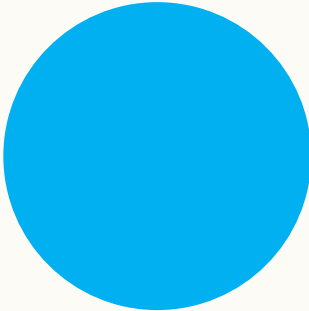
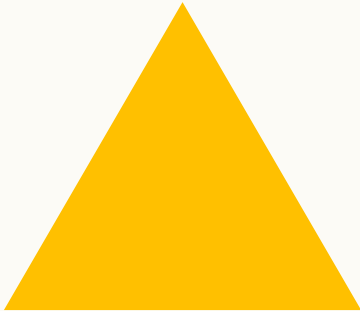
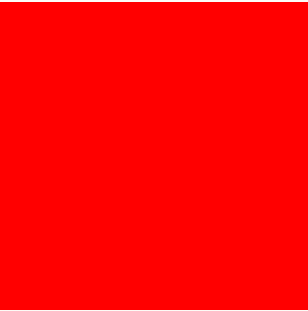
www.teachingenglish.org.uk

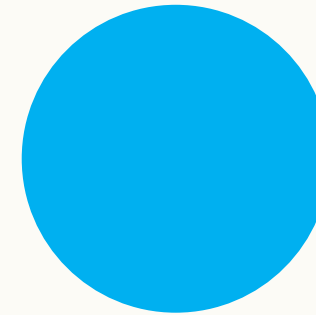
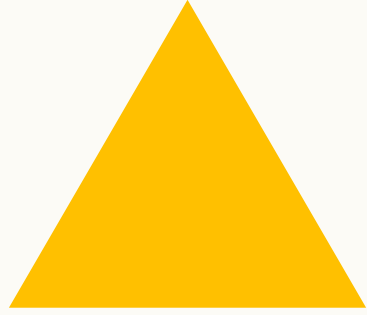
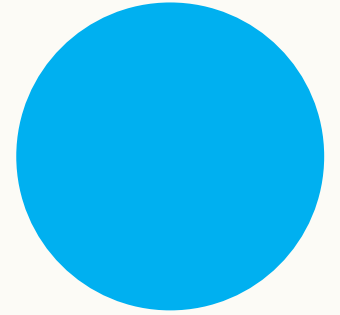
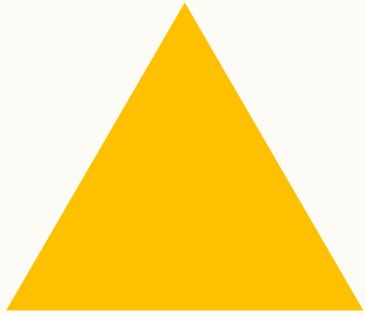
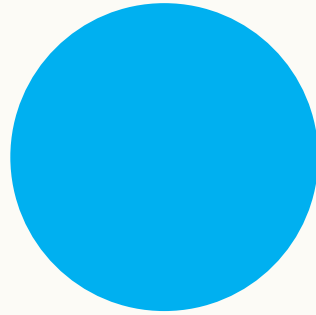
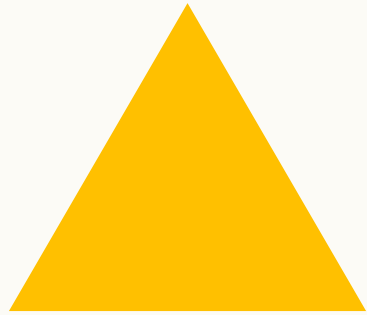
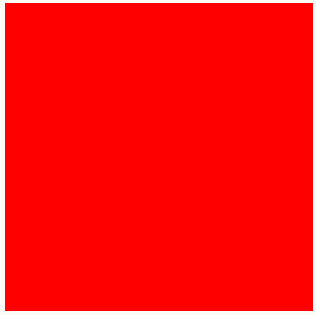
Schools Connect France

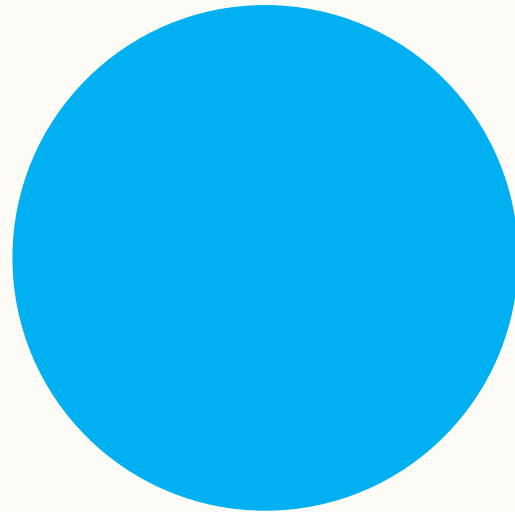
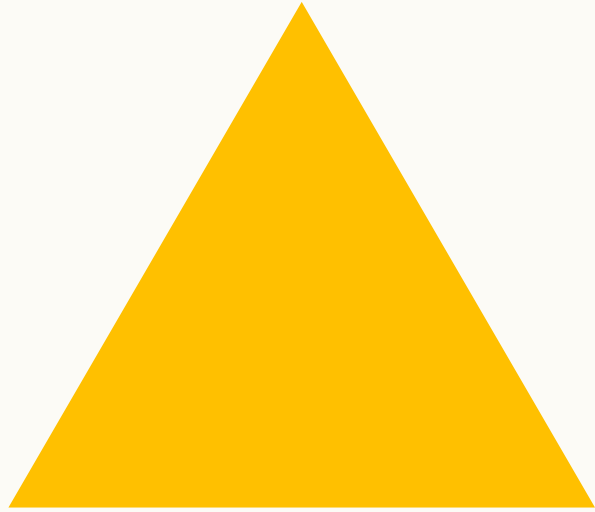


<https://www.britishcouncil.fr/en/education/schools>





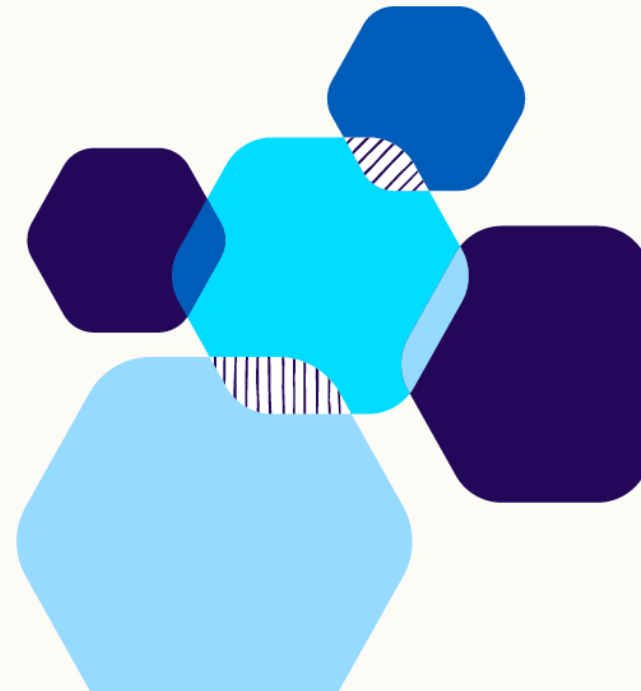




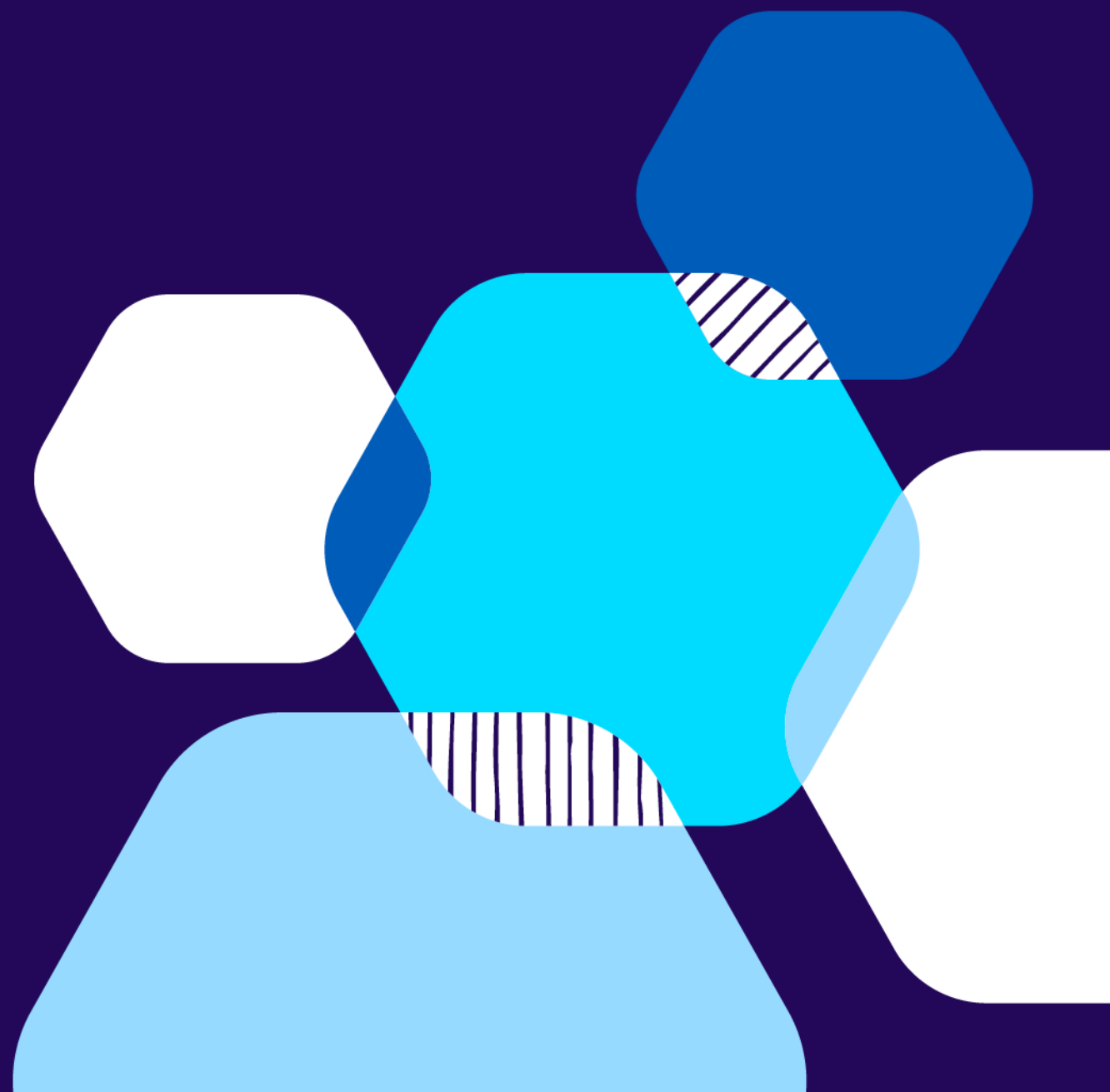
Teaching heterogeneous groups in CLIL primary classes

Learning outcomes

- We will ask ourselves:
 - who are our learners?
 - what is CLIL?
 - how can CLIL help us teach heterogeneous groups?
- We will talk about:
 - how to use CLIL's specific criteria to support all learners in heterogeneous groups.



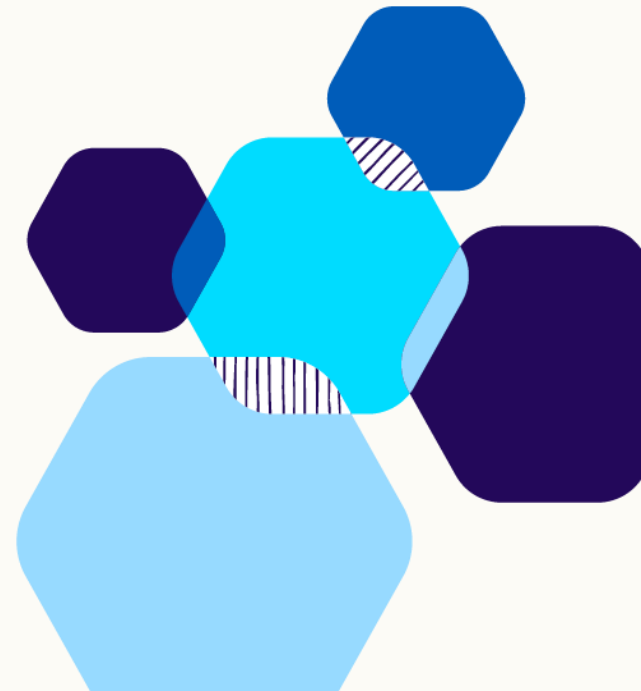
Who are our learners?

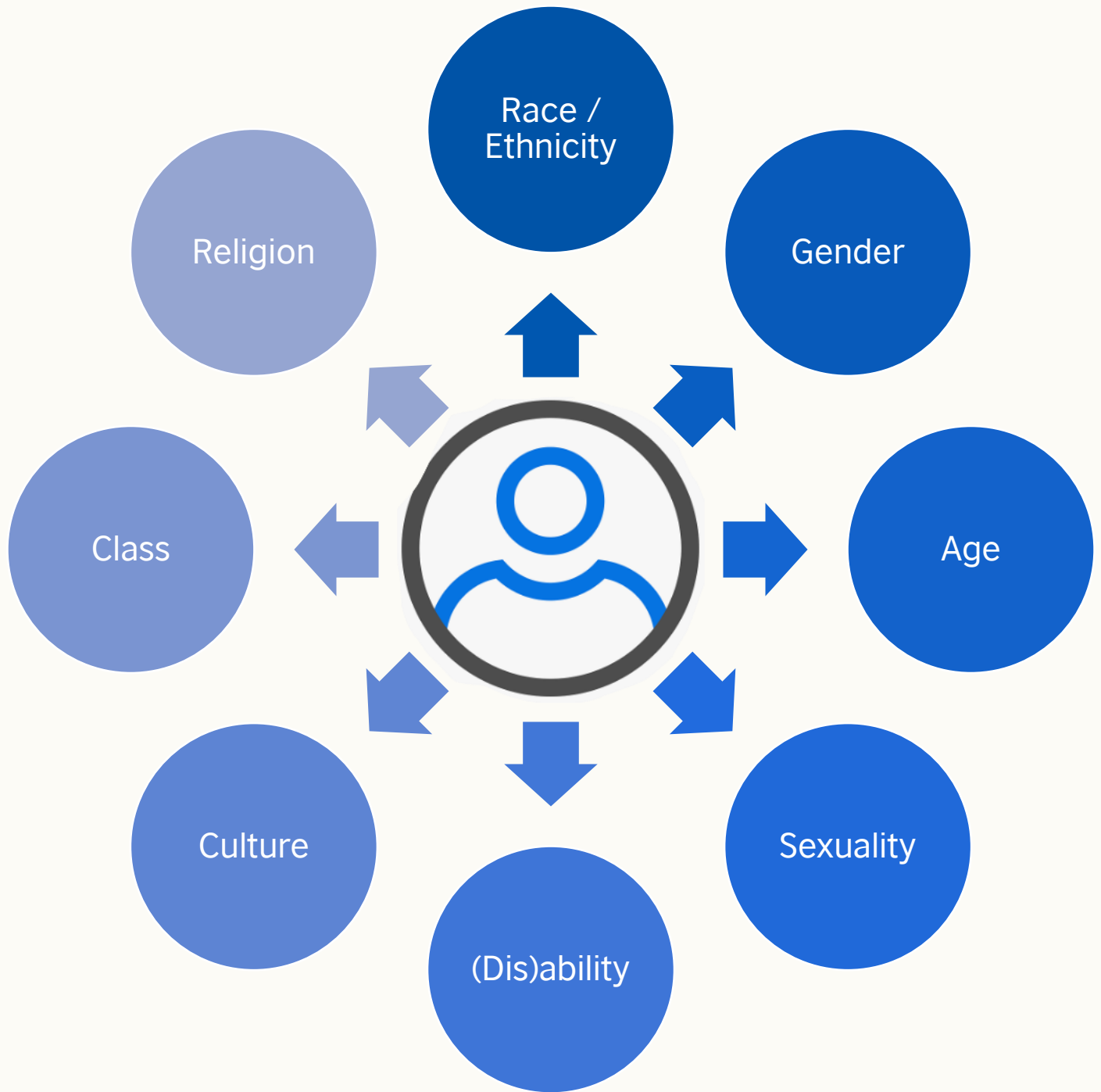


“The idea that we all have the same life is false. Race, class, gender come together to shape the life chances of people in very different ways.”

Kimberlé Crenshaw

Lawyer, civil rights advocate and intersectional feminist

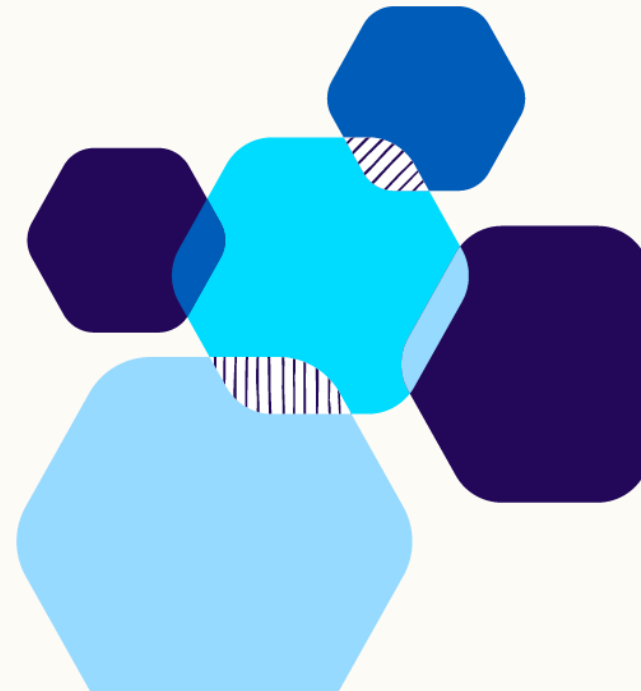




Our primary learners today have many pressures in modern life:

- Affected by parents' economic worries
- New school or class
- Worried about environment / sustainability
- Social media influence
- Refugees and asylum seekers
- Trauma
- Learning differences
- etc.

Öner, Rachel. Learning differences and inclusion in language teaching. NILE.

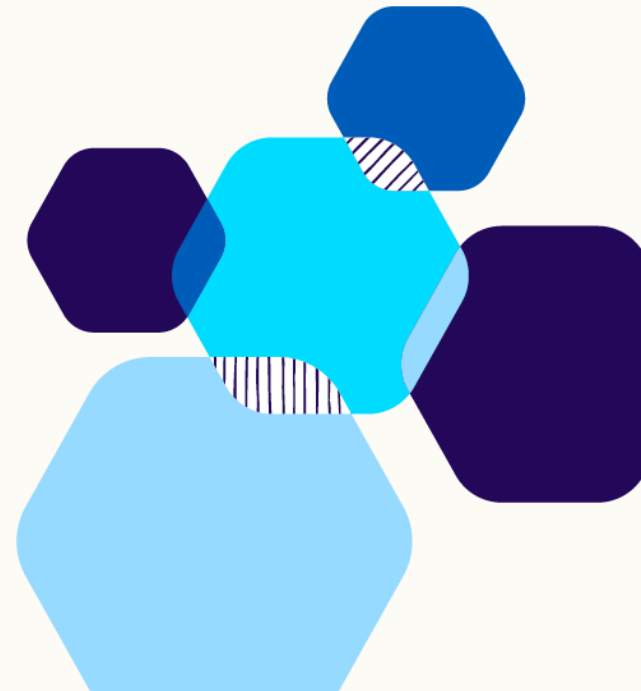


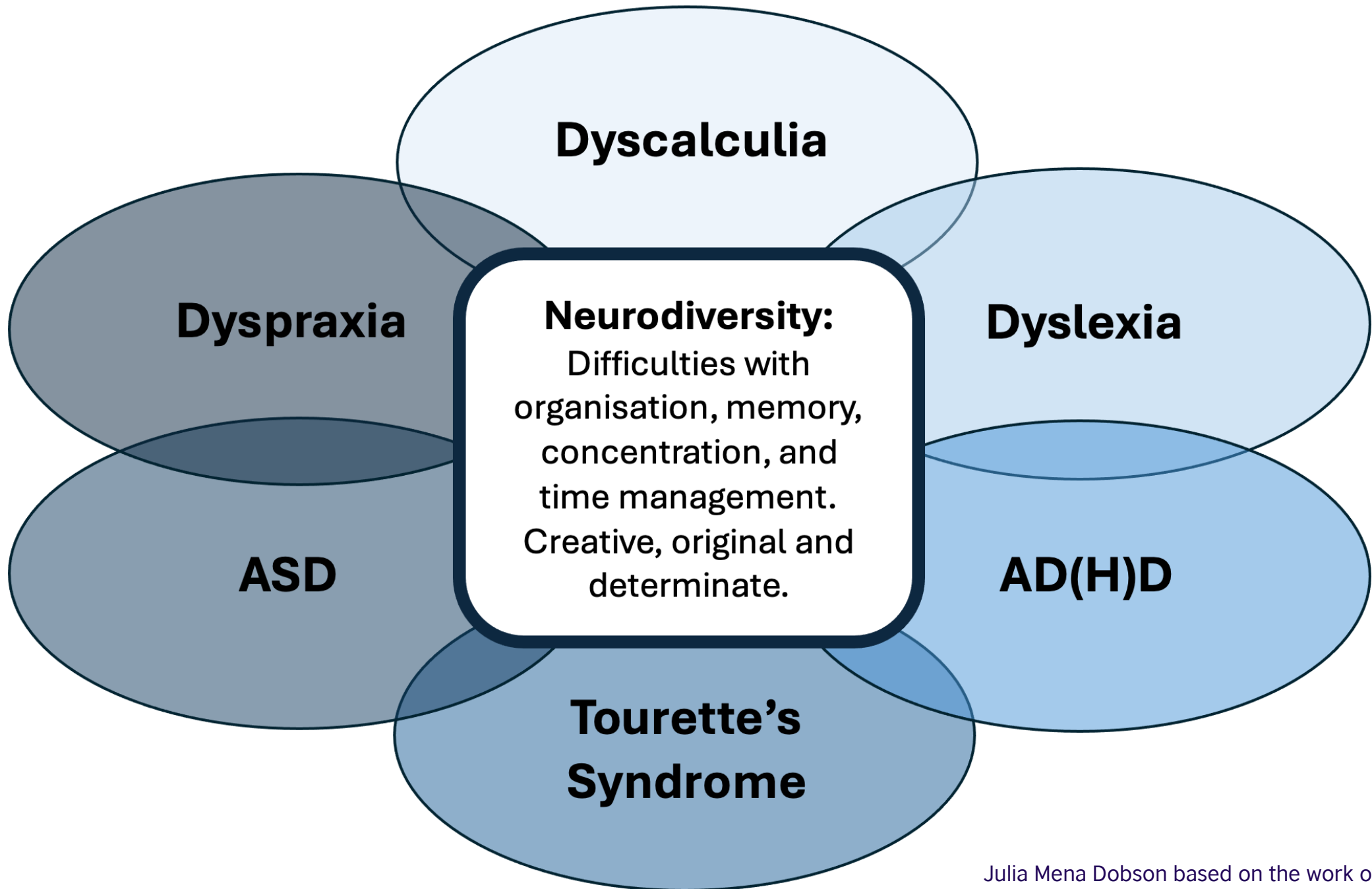
What are learning differences?

“The term 'learning differences' refers to the diverse ways all students learn and the rates at which they learn.

Learning differences take into account individual learning motivators; learner aspirations, interests, experience and cultural background; and individual students' strengths and needs.”

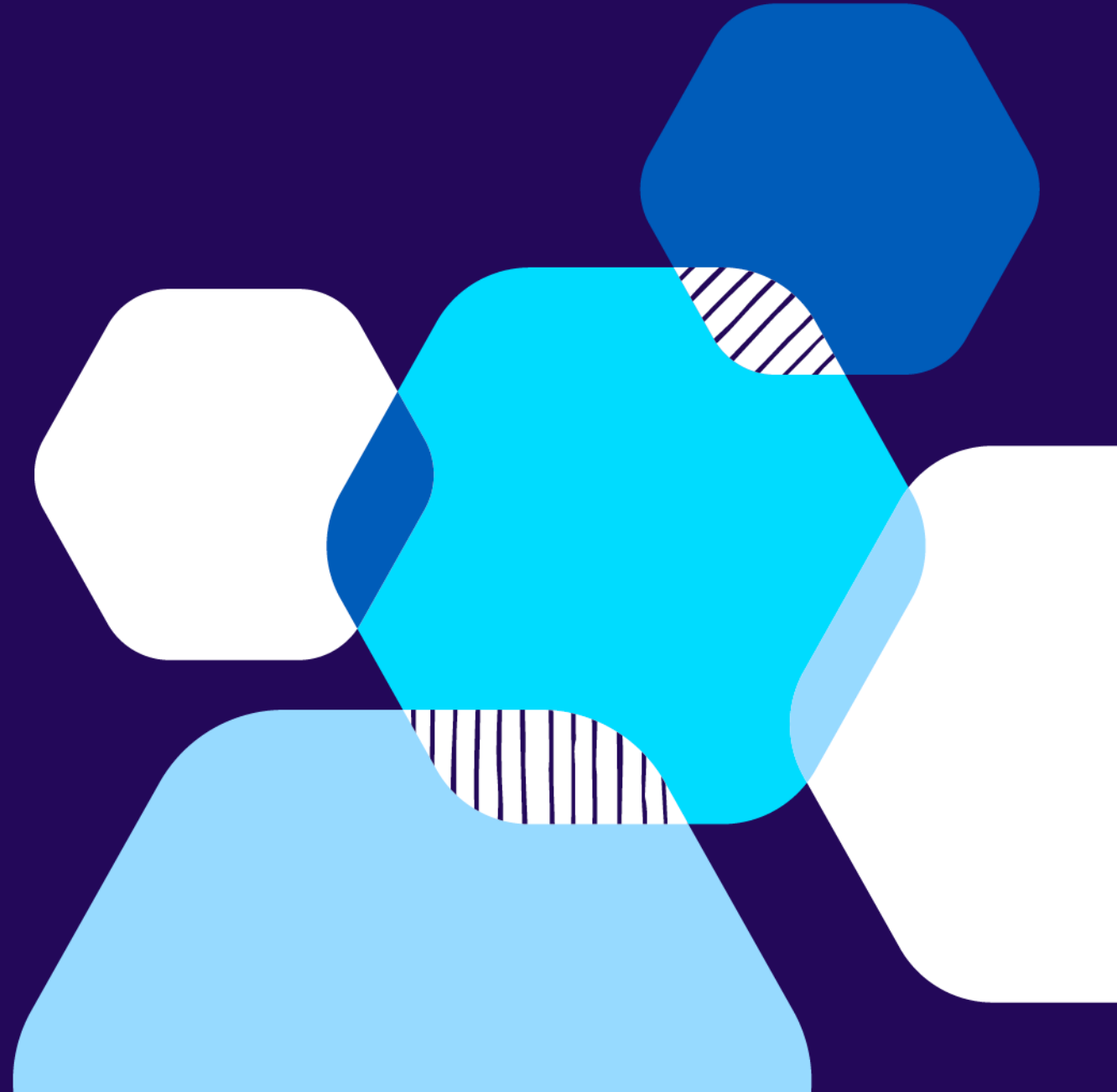
Learning differences, learning difficulties, learning disabilities and the NCCD - Nationally Consistent Collection of Data. (n.d.).

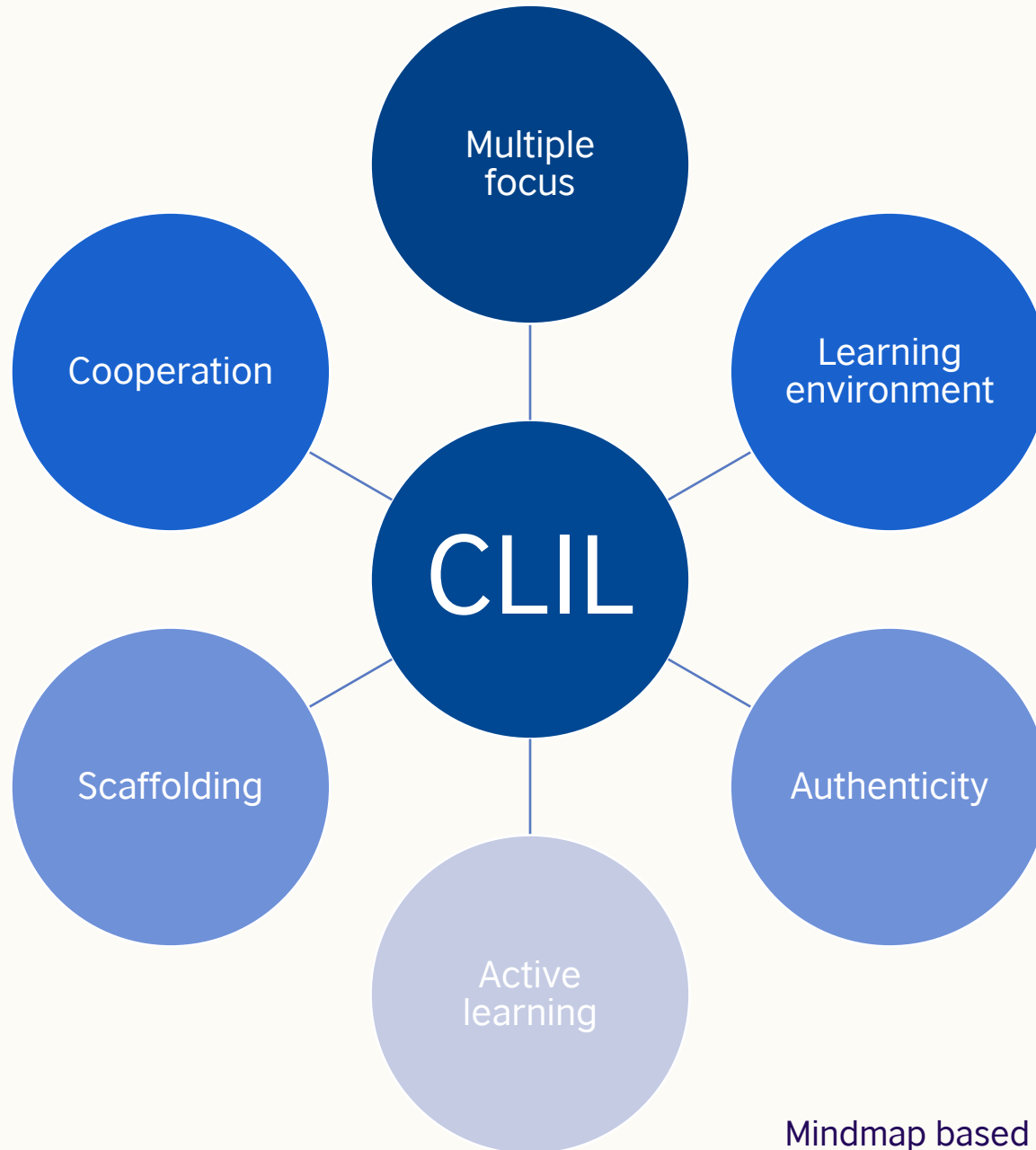




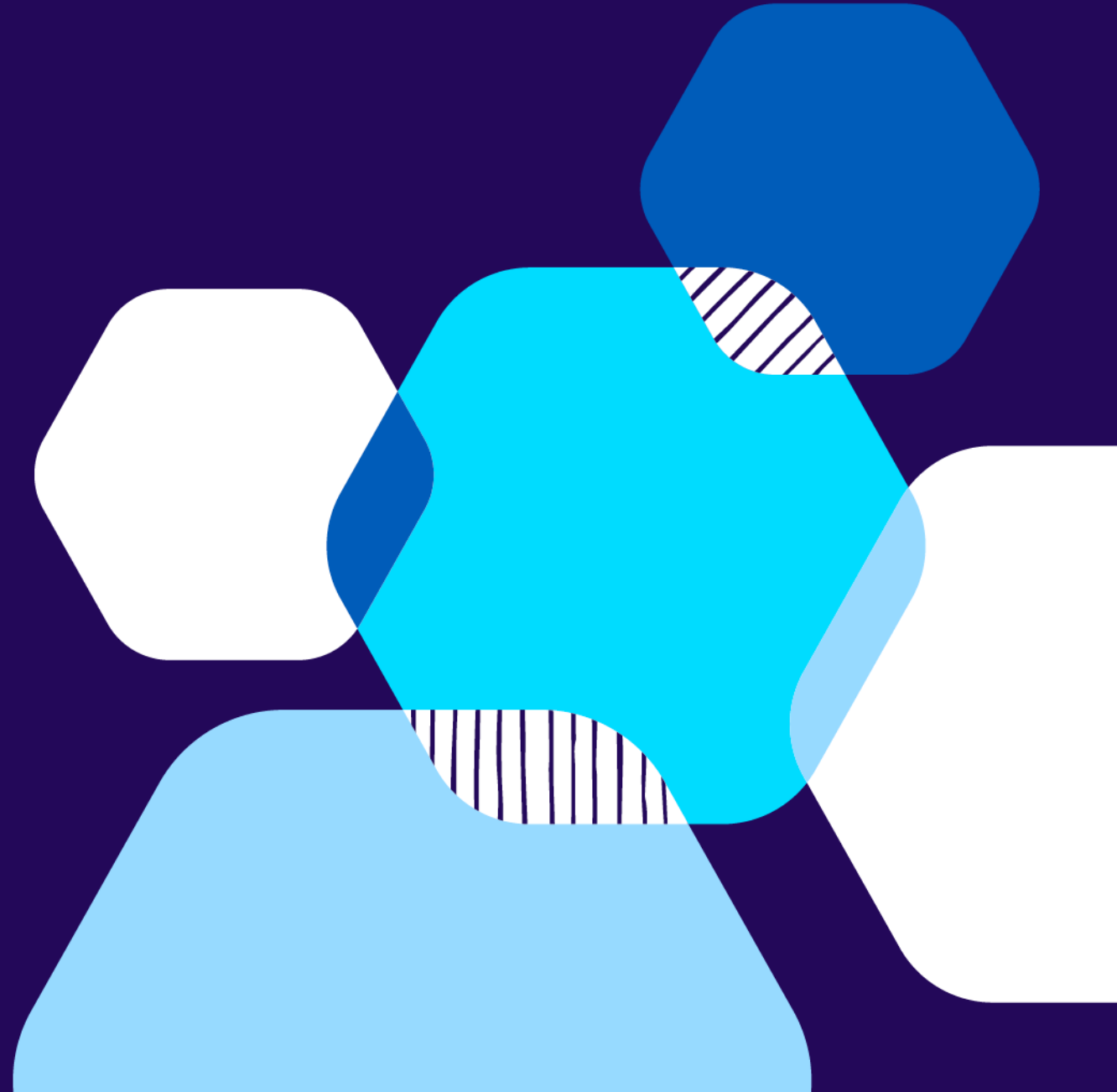
What is CLIL?

In one minute, write in the chatbox what you consider CLIL's most important features.

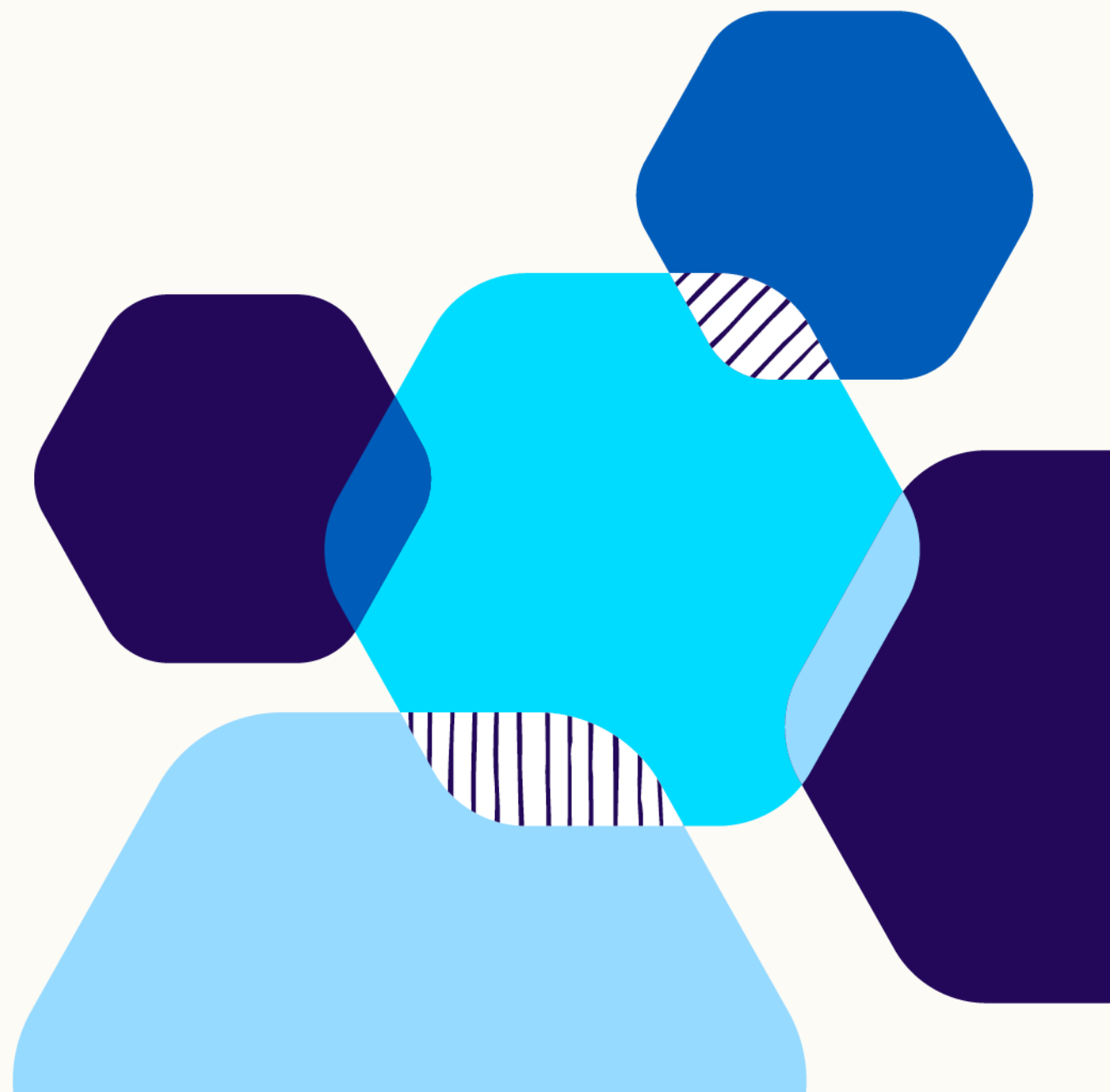




How can CLIL help us teach heterogeneous groups?

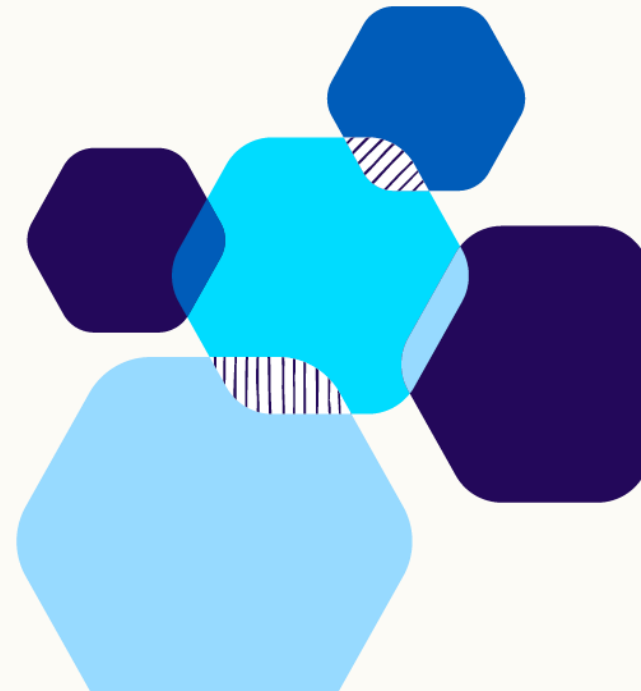


A safe and enriching learning environment



Get to know your learners

- Hobbies and interests
- Strengths
- Weaknesses
- Favourite activities
- Dislikes



Don't underestimate the power of feeling heard and seen

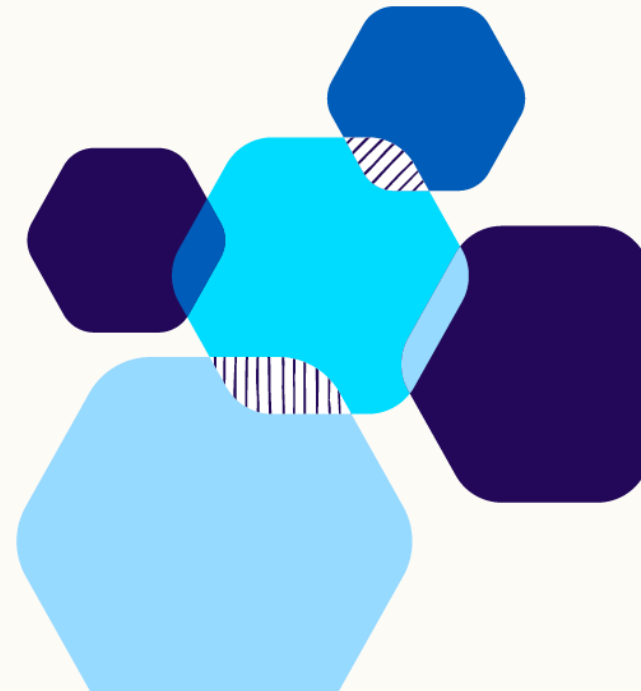
- Highlight similarities rather than differences.
- Plan your class activity and content carefully. Avoid topics that may be the cause of trauma (e.g. war or family conflict), and themes which may only be familiar to particular socio-economic groups (e.g. overseas holidays).
- Show:
 - accessible environments,
 - a range of gender expressions,
 - non-traditional families,
 - ethnically diverse images,
 - different home and outdoor environments,
 - a range of body shapes and sizes.
- Ensure an equal balance of gender, and use gender inclusive terms and job titles.
- Keep in mind what activities or resources will be affordable. Having a recycling box, where children bring in specific materials for future classes can help families and the planet.

Cox, B. (n.d.). *Foundations for inclusion: Beth Cox: Inclusion and equality consultant*. Beth Cox.



Routines are everything

- Hello!
 - Classroom helpers
- Circle time:
 - Introduction song
 - New / Old vocabulary games
 - Experiment
- Transition to table time
- Table time:
 - Controlled practice
 - Freer practice
- Tidy up time
- Daily reflection
- Goodbye!



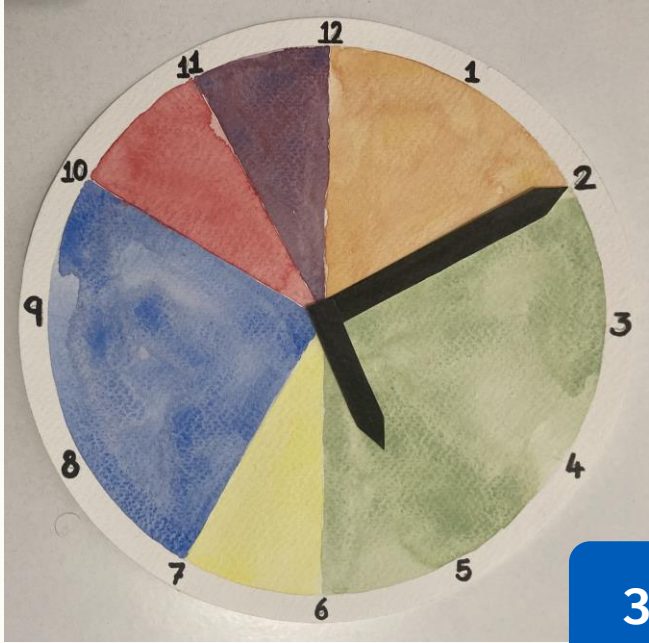
Resources for the teacher



1



2



3



4



5

Resources for the learners

1



2

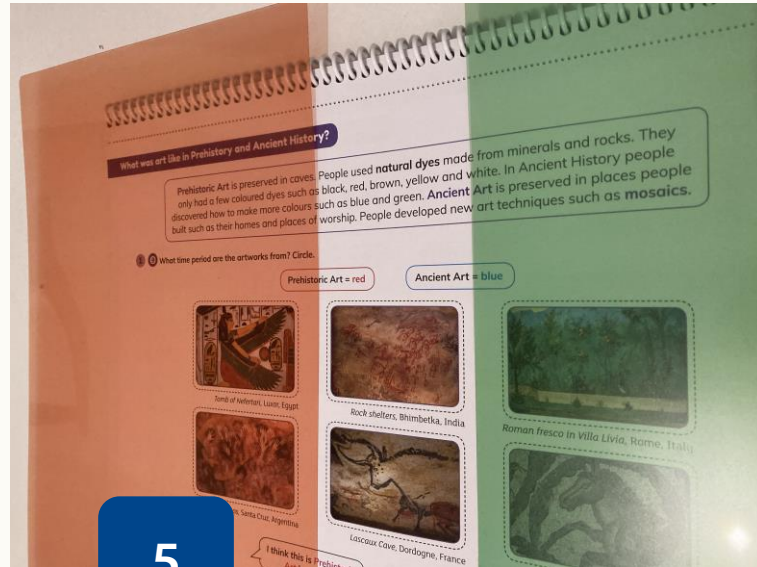


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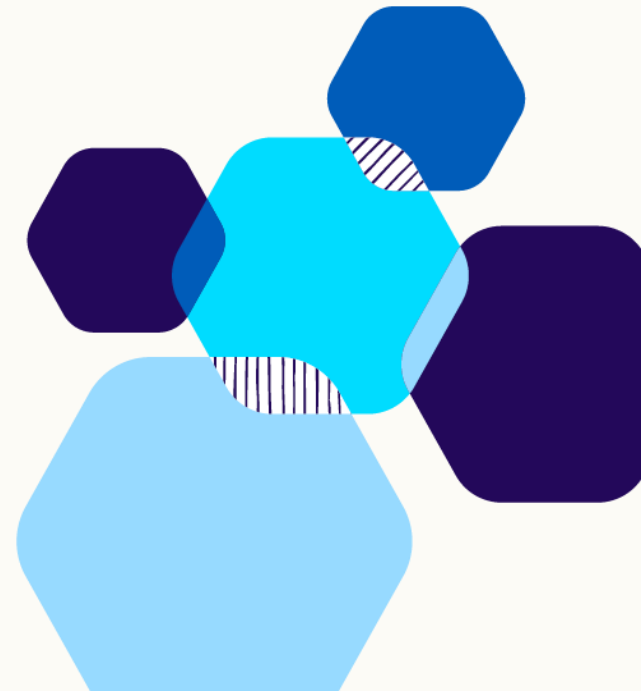
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Active learning



Active learning
*encourages children to
learn through trial and
error, discovery and social
interaction rather than
listening or reading to
absorb knowledge.*



**Just
a
minute!**

Bonnie Tsai

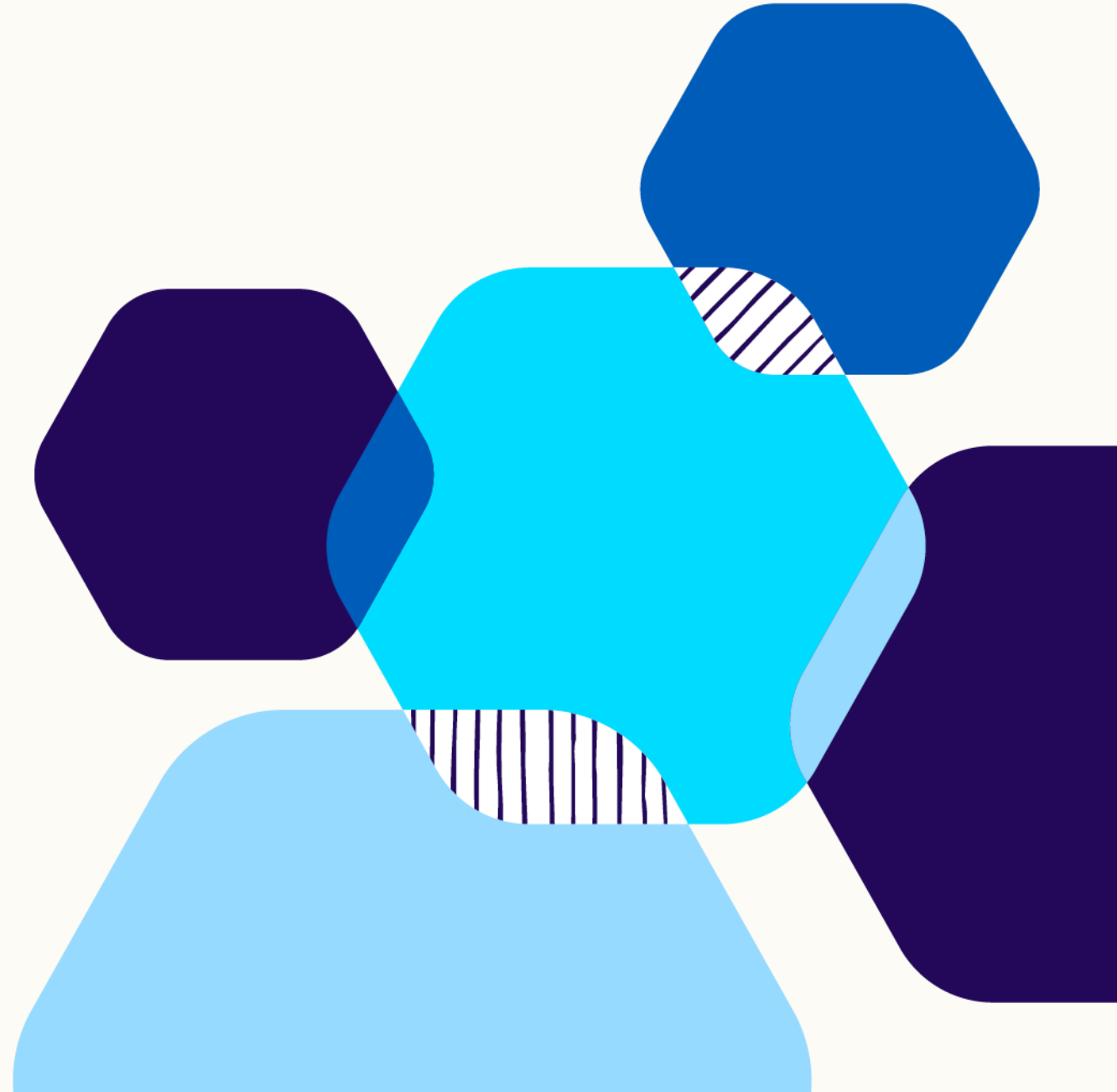
Multisensory learning

- **Visual:** learning through watching and seeing (e.g. videos, drawing, etc.).
- **Auditory:** learning through listening and hearing sounds (e.g. songs, listen and do, etc.).
- **Kinaesthetic:** learning through physical activity or body movement (this involves the vestibular and proprioceptive senses) (e.g. TPR (Total Physical Response), roleplays, etc)..
- **Tactile:** learning through using the sense to touch (e.g. mystery bag, sensory boxes, etc.).
- **Olfactory and Gustatory:** learning through smell and taste (e.g. picnics, walk outside, etc.)

<https://www.structural-learning.com/post/multisensory-learning-in-the-classroom-a-teachers-guide>

By Paul Main

Scaffolding



Scaffolding is the process of supporting your students during their learning process and gradually removing that support as your students become more independent.

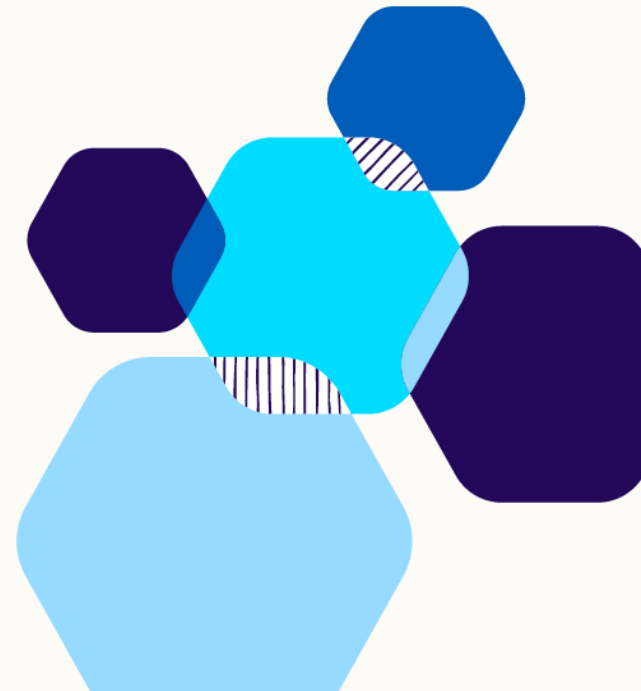
Verbal

Procedural

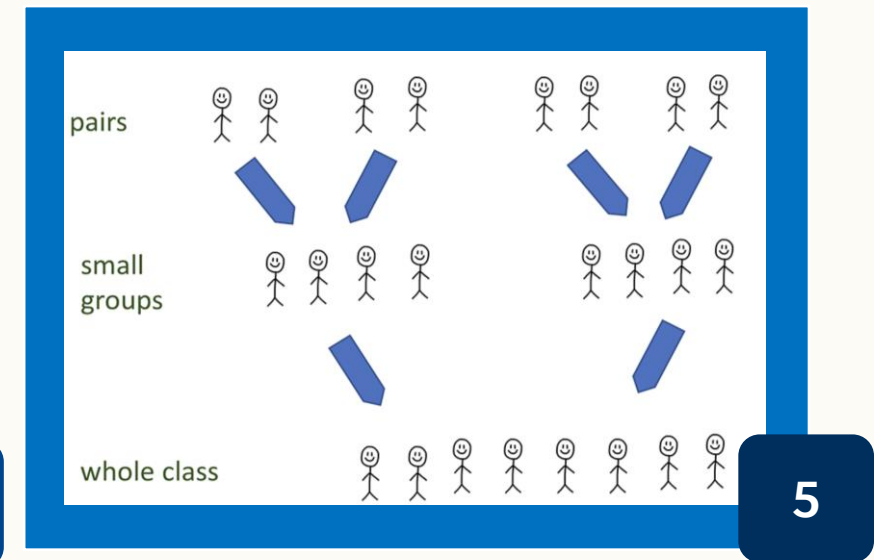
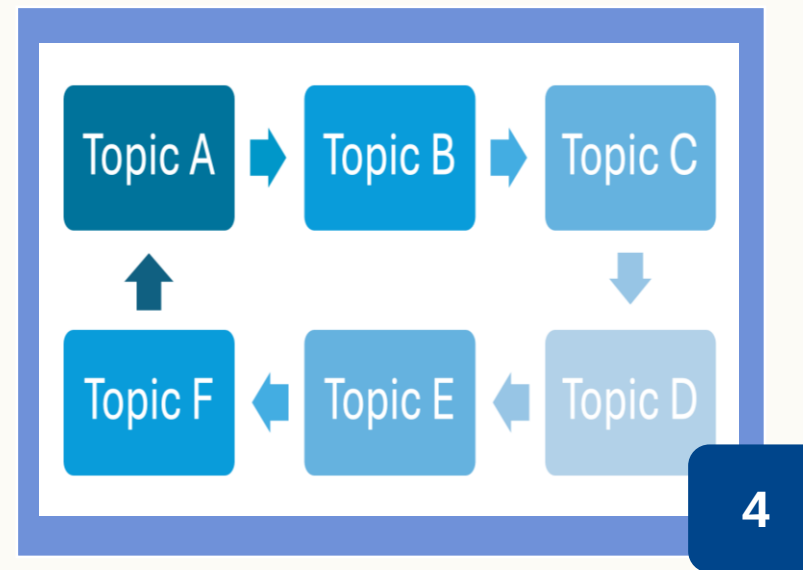
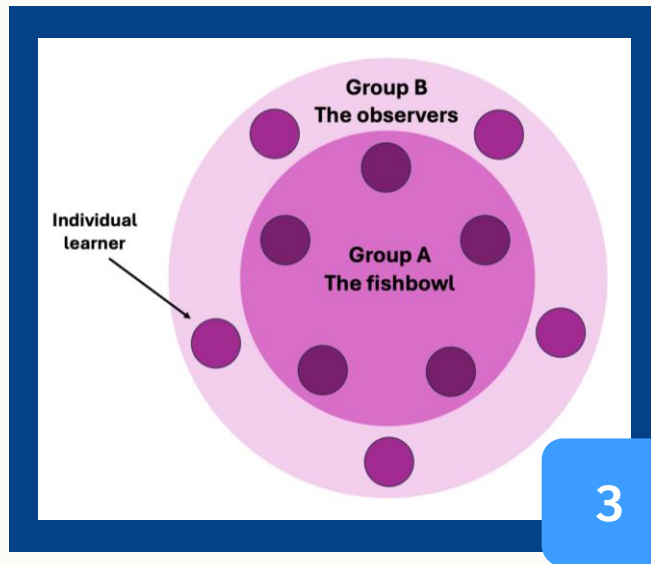
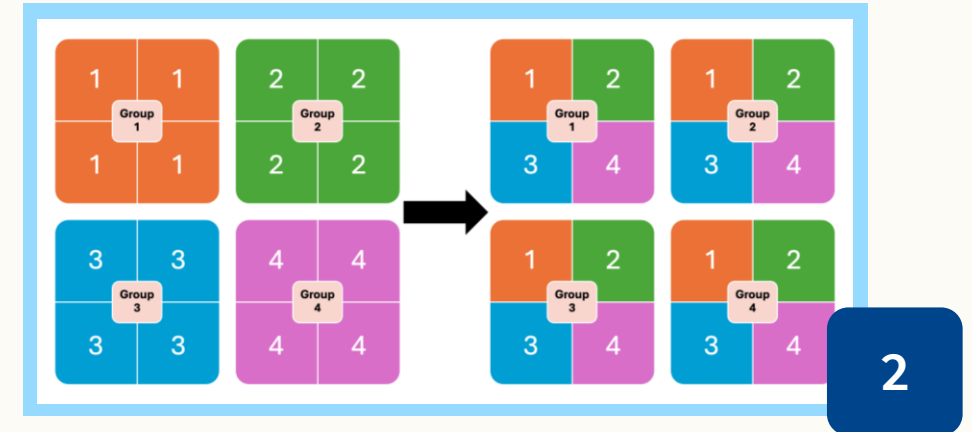
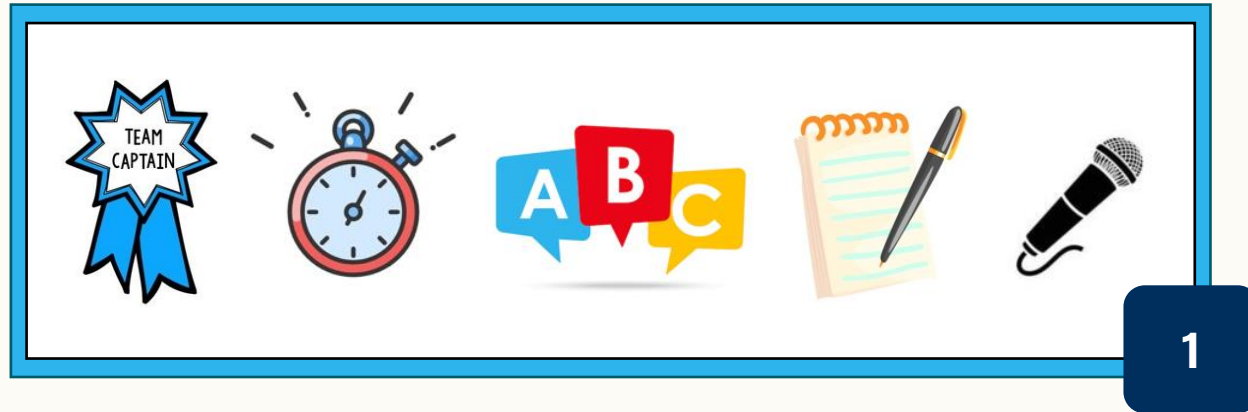
Instructional

Verbal scaffolding

1. **Modelling:** I do, you'll watch.
2. **Guided practice:** I do one, you'll help.
3. **Gradual release:** You do one, I'll help.
4. **Independent practice:** You do one, I'll watch.



Procedural scaffolding

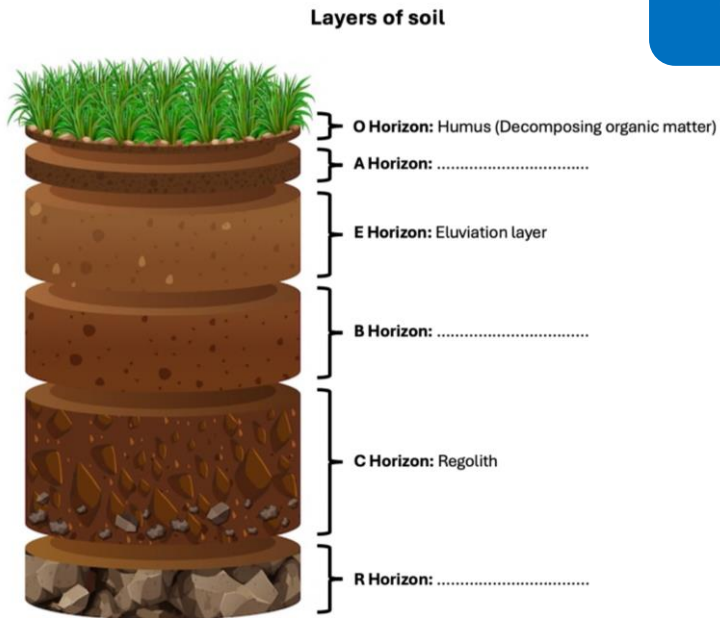


Instructional scaffolding

1

Strongly agree	Agree	50/50	Disagree	Strongly disagree
I couldn't agree more! You are absolutely right!	I agree with you. I think you are right.	That is mostly correct. I agree with you in principle, however...	I'm afraid I can't really agree. I am sorry, I disagree with that.	Sorry, but that is completely wrong. I agree to disagree.

2

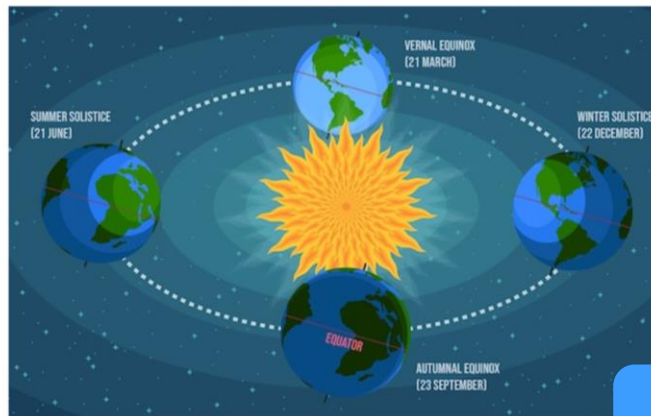


Why are there seasons?

The Earth orbits the Sun in 365 days. This causes the seasons.

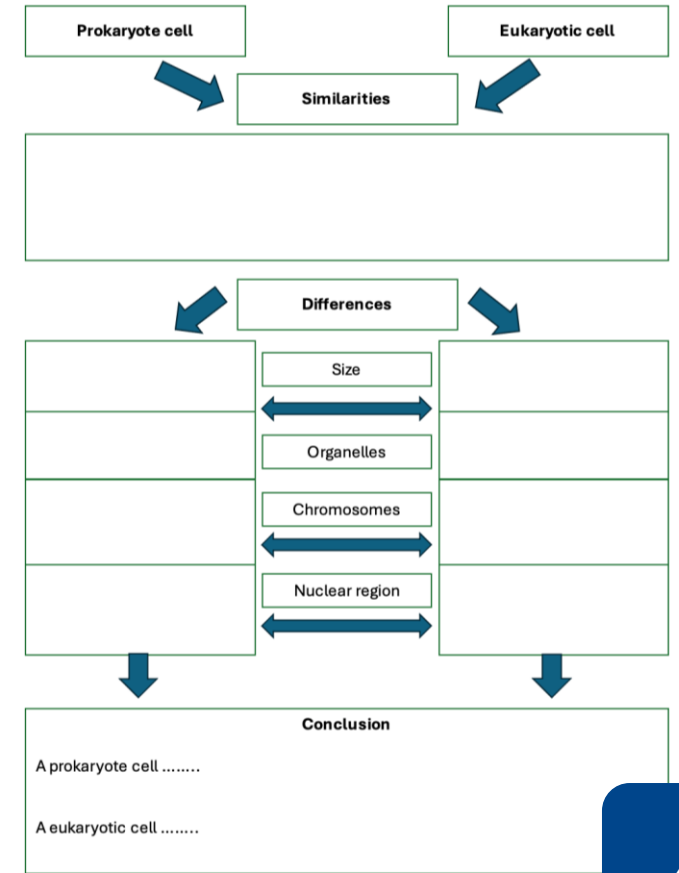
1 Read and point.

The Earth spins on its **axis**. The Earth also **orbits** the Sun. In summer, the top of the Earth **tilts** towards the Sun. It's warm. In winter, the top of the Earth **tilts** away from the Sun. It's cold.



3

Compare and contrast



4

Samples created by Julia Mena Dobson based on other works.

Cooperation



Mixed-ability pairing

Same ability

Mixed ability

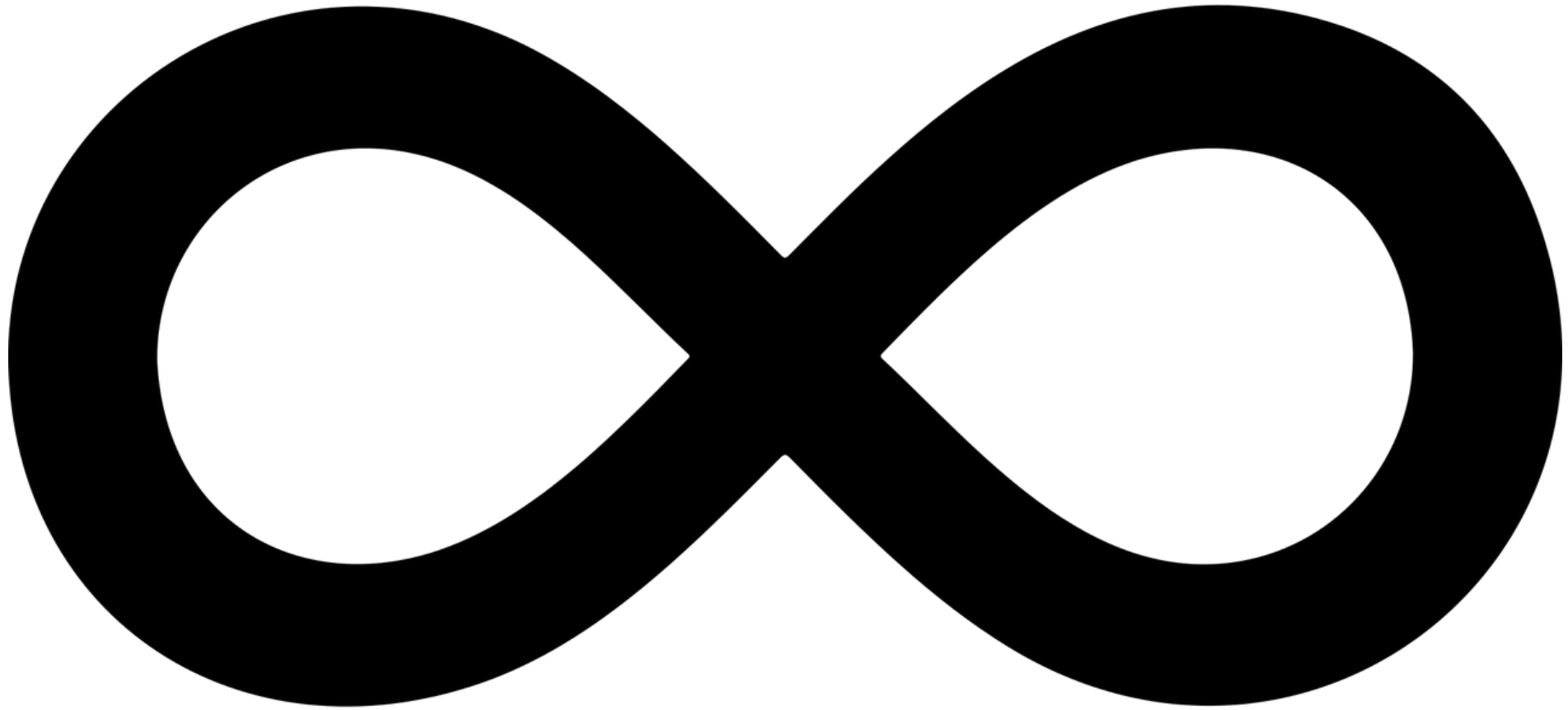
Mixed ability

Same ability pairs or groups for speaking and writing tasks.

Mixed ability pairs or groups for grammar and vocabulary so they can help to “teach” each other.

Mixed ability pairs or groups to brainstorm ideas and practise before regrouping into same ability pairs or groups so less confident learners have support before they do the task.

Brain break!



Authenticity

The background features a large light blue shape on the left containing the word 'Authenticity'. To the right, there is a cluster of overlapping geometric shapes: a dark blue hexagon, a cyan hexagon, and a dark blue hexagon. A light blue shape overlaps the bottom of the cyan hexagon. Two areas with diagonal stripes are visible where the shapes overlap.

Adapting materials

- Contextualise
- Personalise

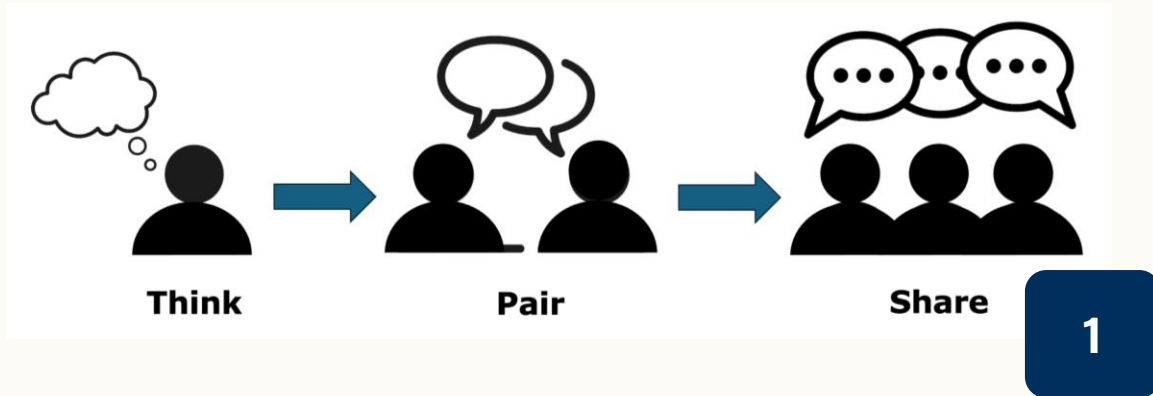


Reader-friendly texts

- Add visuals to help guide understanding.
- Consider the contrast of coloured texts on the background.
- Choose a clear, ideally dyslexia-friendly font (Arial, Calibri, Verdana, Tahoma).
- Use 12-14 font size.
- Ensure the typeface has adequate letter and word spacing.
- Avoid overly designed text. Keep text on a straight line as much as possible.
- Use bold for emphasis rather than italic or underlined.
- Ensure the layout is clear with plenty of white space.
- Where possible use paper thick enough so you can't see the text underneath?

Multiple focus

Encourage reflection



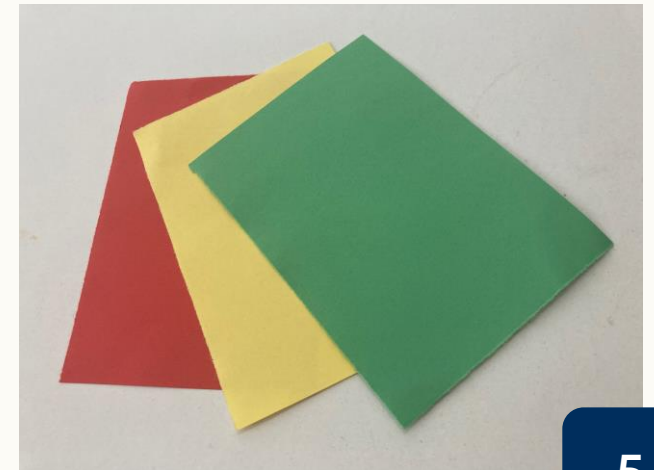
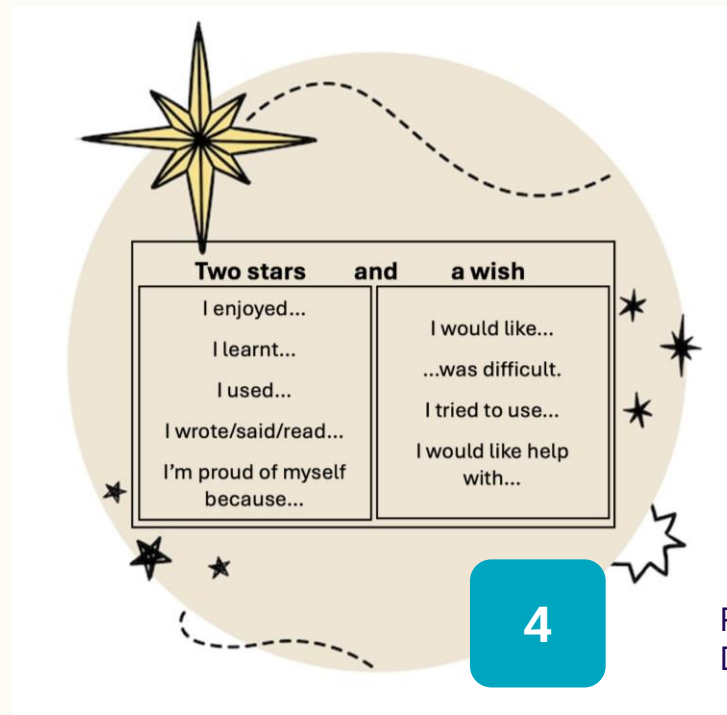
Writing checklist:

There is a main idea.	
The sentences are logically related to the main idea.	
The sentences start in the left.	
Punctuation and capital letters are correct.	
The spelling is good.	
The writer uses different beginnings for sentences.	
The writer uses varied vocabulary.	
Linkers, sequencers and conjunctions are properly used.	

2



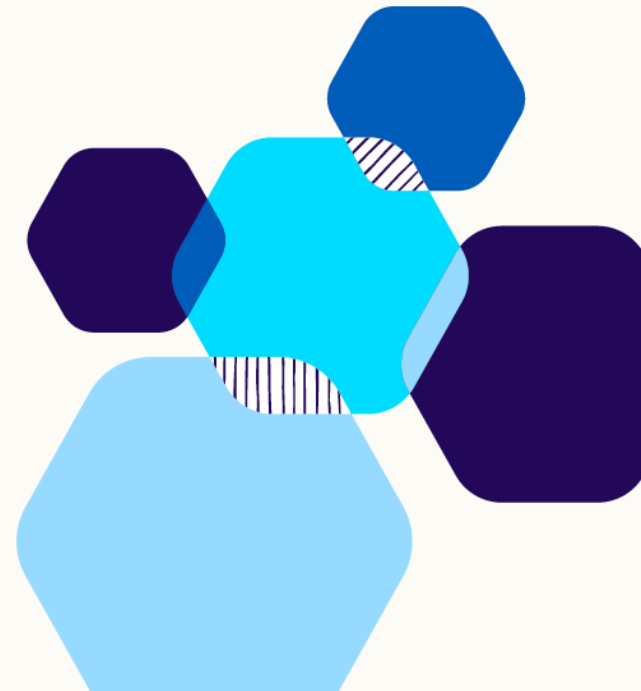
www.britishcouncil.org



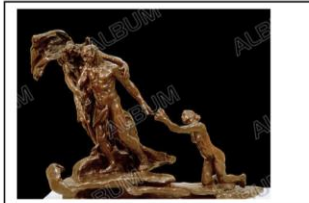
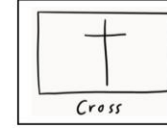
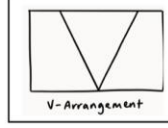
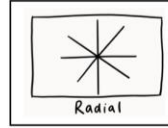
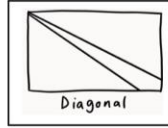
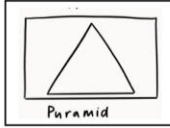
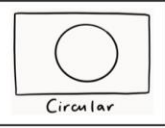
Photos, worksheets and diagram created by Julia Mena Dobson based on other works.

Assessment

- Think of new ways of assessing learning.
- Offer choices.
- Provide scaffolding (e.g. word lists, sentence prompts, etc.).
- Expect different results.
- Give extra time if necessary.
- Make assessment continuous.



1. Look and match the composition.



1

Name:

<p>Natural materials and textures: Using textures</p>	
<p>Symmetry: Creating symmetrical sculptures</p>	
<p>Kinetic sculpture: Making sculptures move</p>	

3

2



4

Using learner's own languages

Translating

When the learner says a sentence in their L1, the teacher translates it in English and asks the learner to repeat it.

- Learner: *La IA es terrible!*
- Teacher: *AI is terrible! Please, repeat.*
- Learner: *AI is terrible!*

Sandwiching

When giving instructions the teacher inserts a word in the learners' L1 when giving instructions.

- Teacher: *Listen, écouter, listen.*

Use of L1

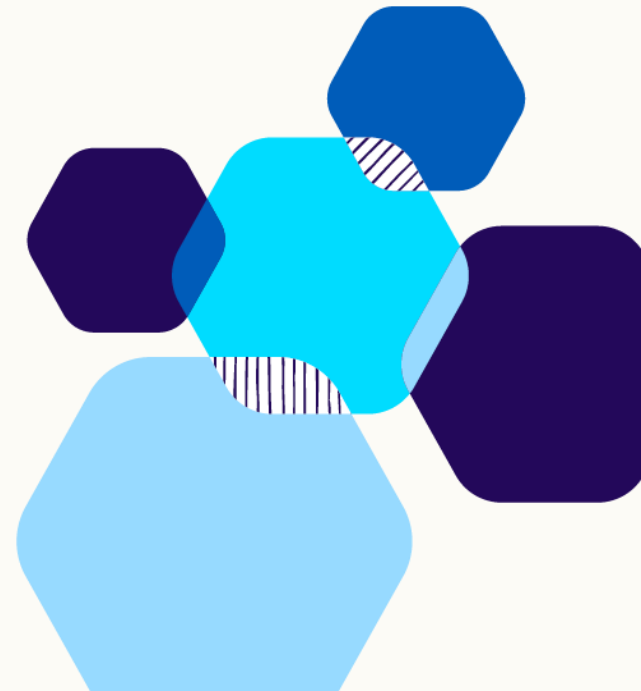
L1 for critical thinking – L2 for feedback

Allow learners to use their first language in group settings. However, the learners always use English to speak to the teacher and during feedback stage.

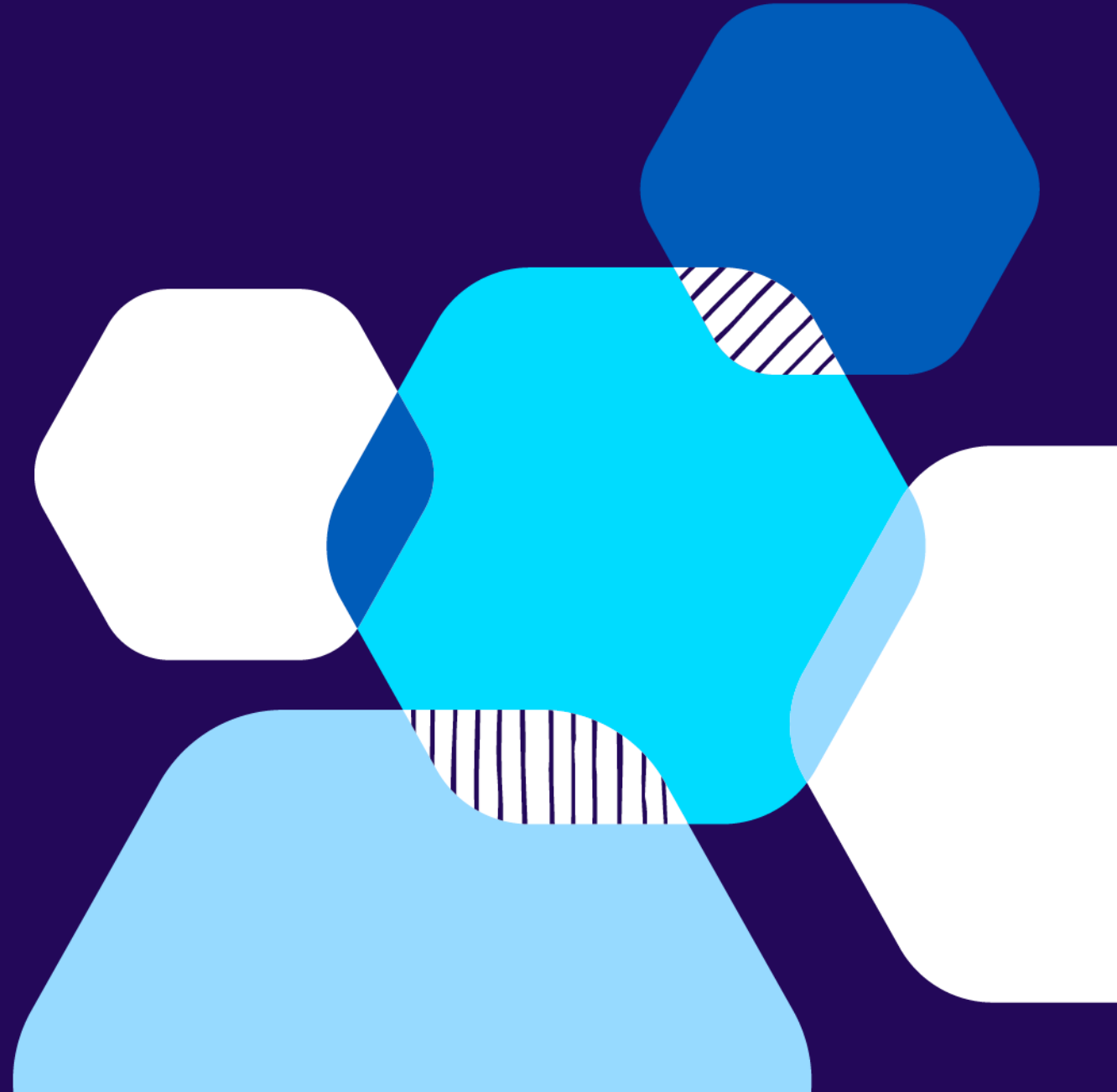
Controversial

Work on your own teaching approach

- Patience
- Timing
- Check understanding
- Praise
- Address students by name
- Grade language
- Use body language
- Slow movements

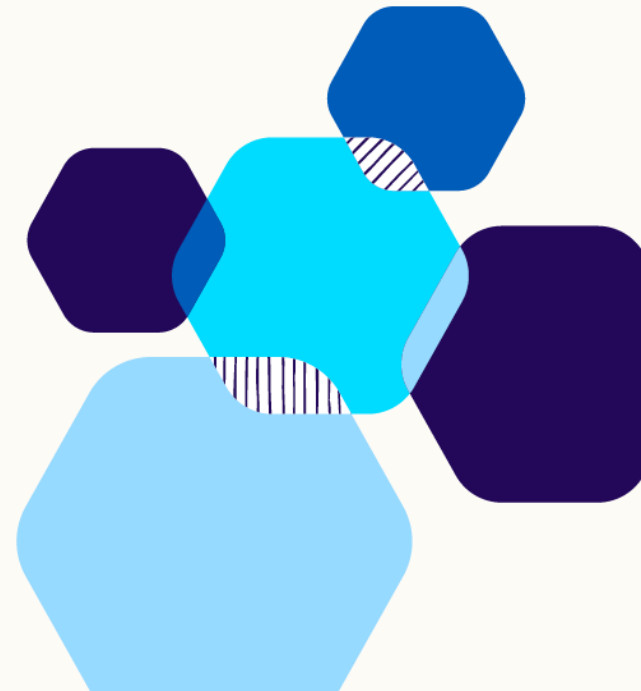


**CLIL supports the
holistic
development of
learners**



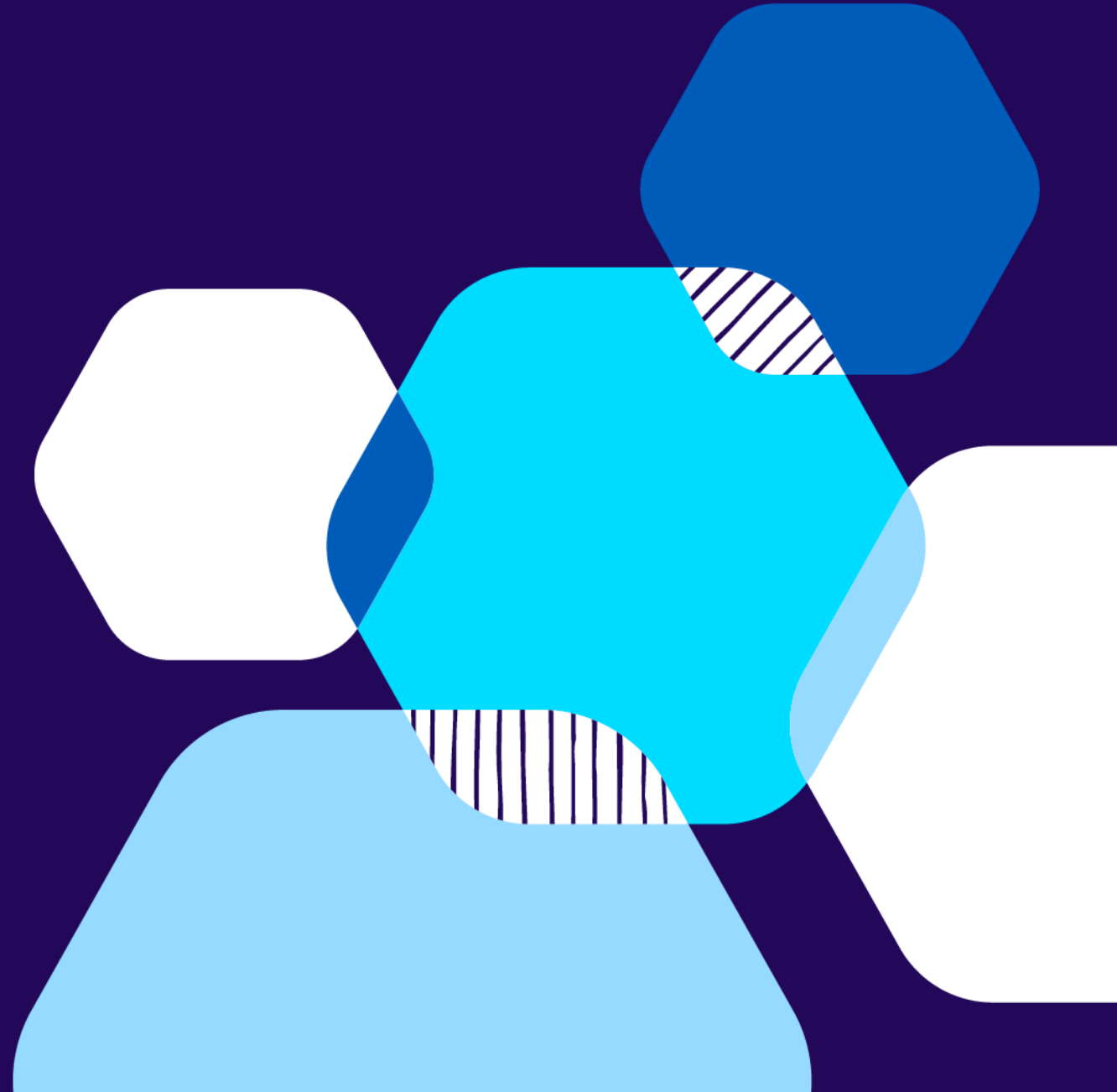
“A study by Marino, Israel, and Serrianni (2015) found that adapting teaching strategies to accommodate neurodiverse learners resulted in a 32% increase in overall student performance.”

Blooms taxonomy. RSS. (n.d.). <https://www.structural-learning.com/post/blooms-taxonomy-a-teachers-alternative>



Poll

What strategies
would you like to
implement in your
classes?



Over to you

We strongly encourage you to complete the post-webinar task to consolidate your learning.

This task and the recordings of our webinars are available here:

<https://www.britishcouncil.fr/programmes/programmes-anglais/education/developpement-professionnel/dnl/webinaires>

**Webinaires : Dynamiser les cours de
DNL / EMILE en primaire**



To receive your certificate

Please complete this feedback form:

<https://bit.ly/CLIL-heterogeneous-groups>



If you submit the form, you will see a link to download a certificate of attendance.

The form and the certificate are available until 8 December 2024.

References

- Mehisto, P., Marsh, D. & Frigols, M.J. (2008). *Uncovering CLIL*. Oxford: Macmillan.
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