

Teaching English webinars for teachers

Increasing Student Production in English Primary CLIL Classrooms

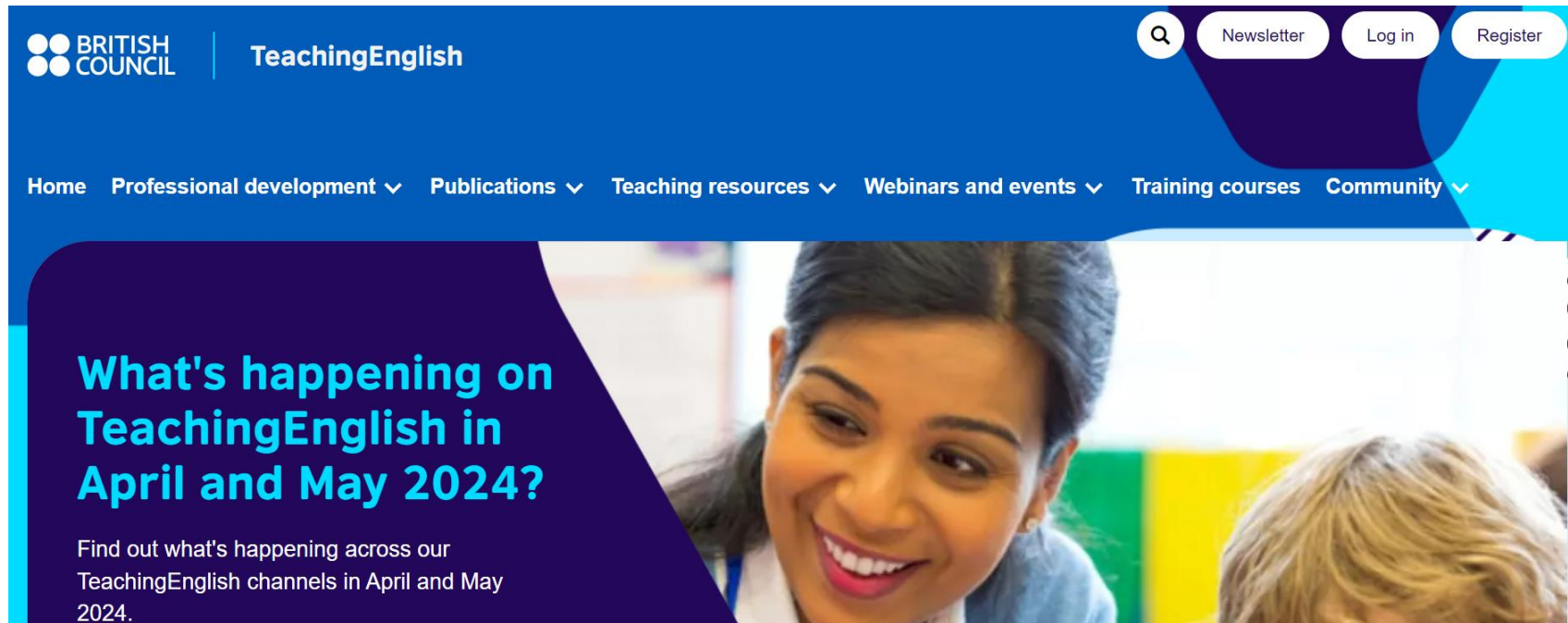
Griselda Beacon

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Our work in France



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Objectives

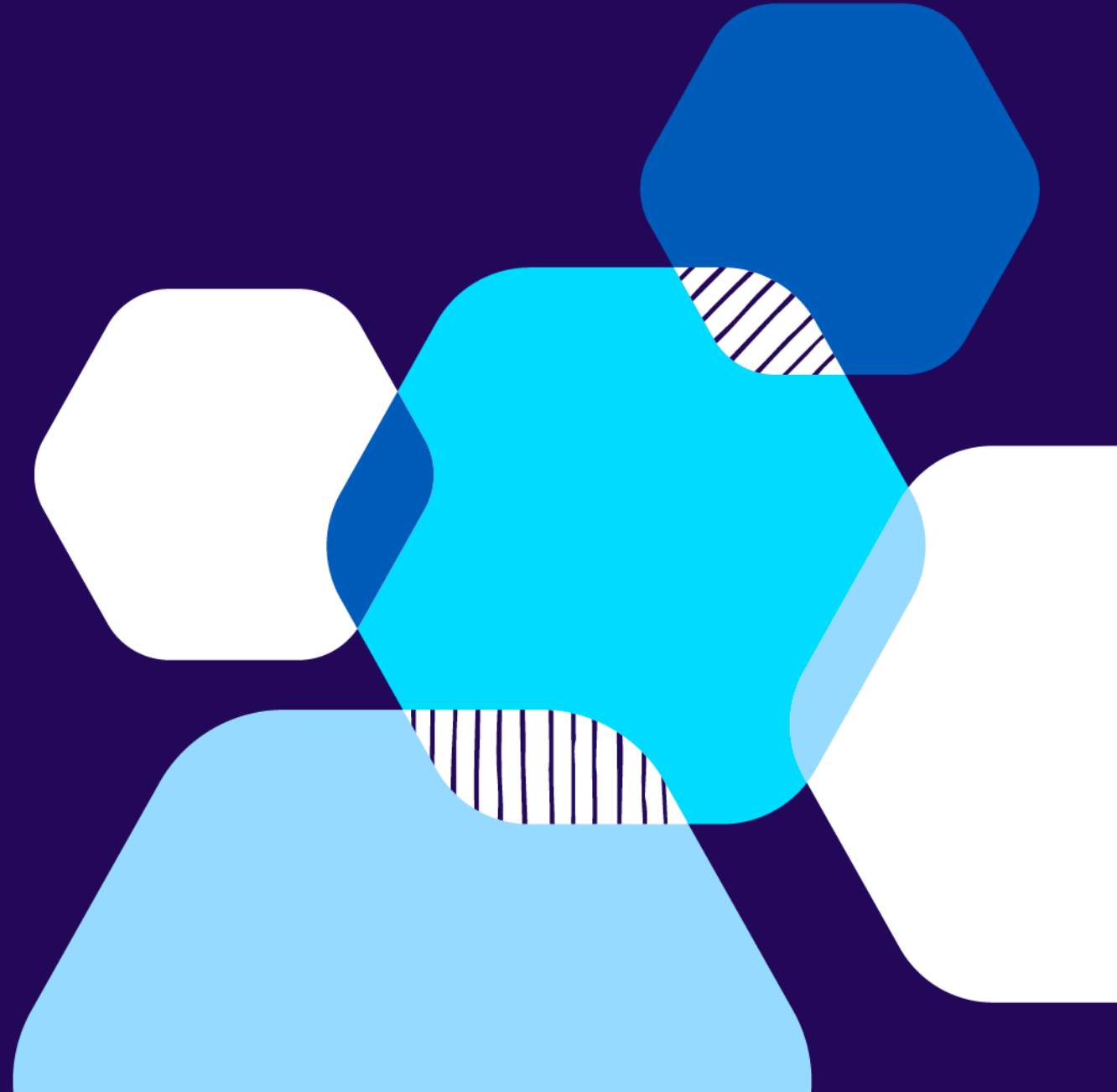
To explore the world of CLIL in English Primary classrooms:

- Inclusion of school subject topics in English language classes
- Development of students' thinking skills

To share practical tips, insights & resources:

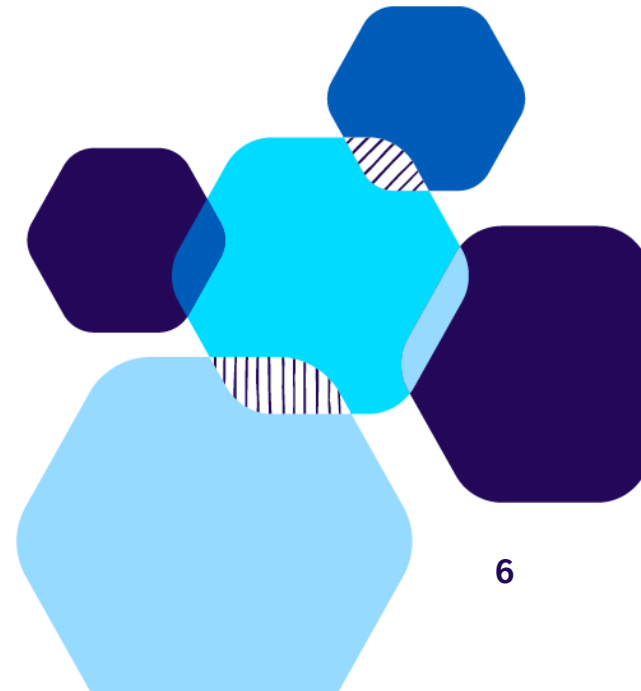
- Playful, cognitively demanding & collaborative CLIL activities
- Graphic organisers to scaffold learning
- Drama activities to foster oral production
- A variety of teaching materials

CLIL methodology in primary English classrooms

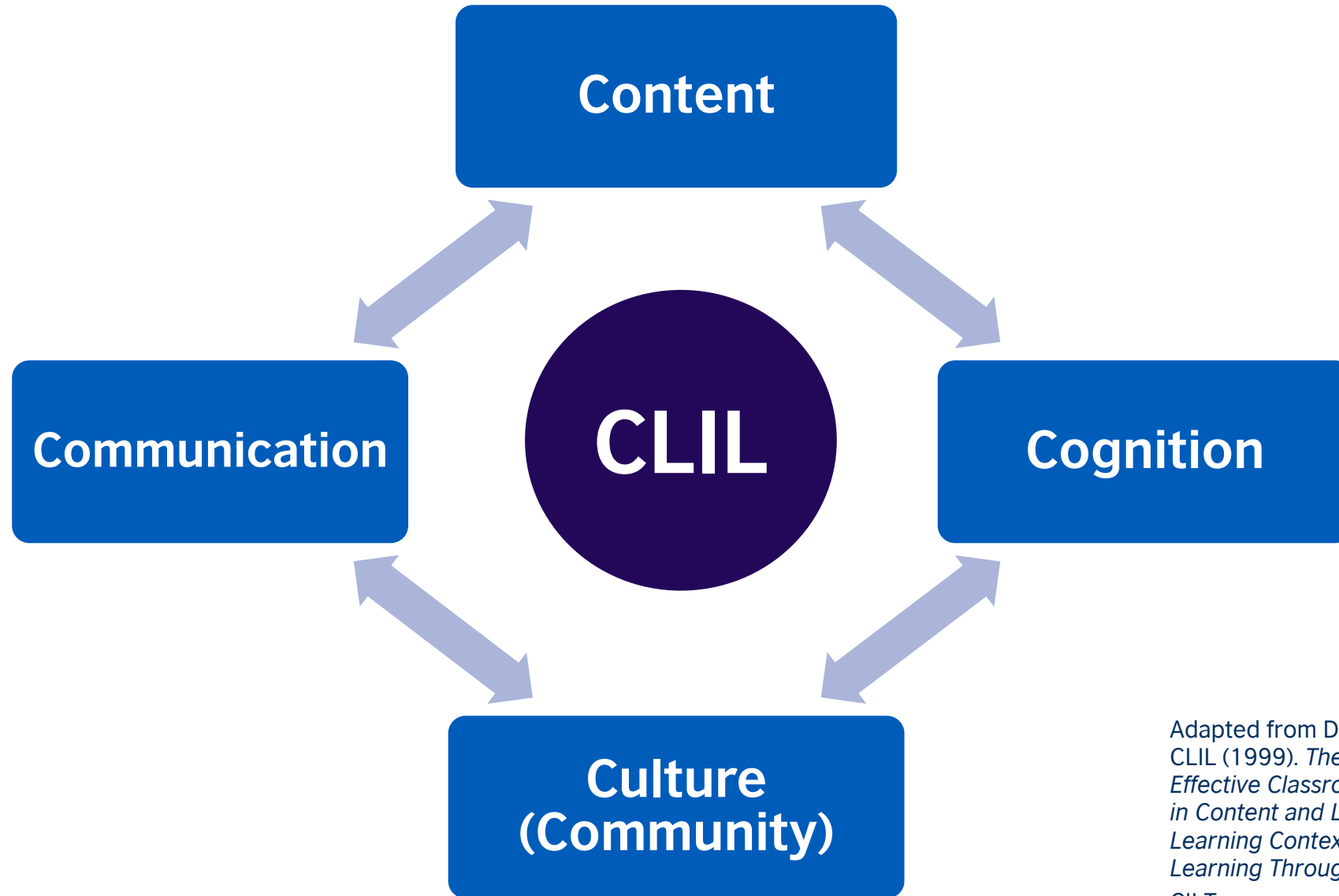


Introduction to CLIL methodology

- Active learning – “learn by doing”
- Activities focussed on developing thinking skills
- Tasks which interweave content and language
- Oral production through role-plays, dramatisations and games (meaningful, engaging, recycling).

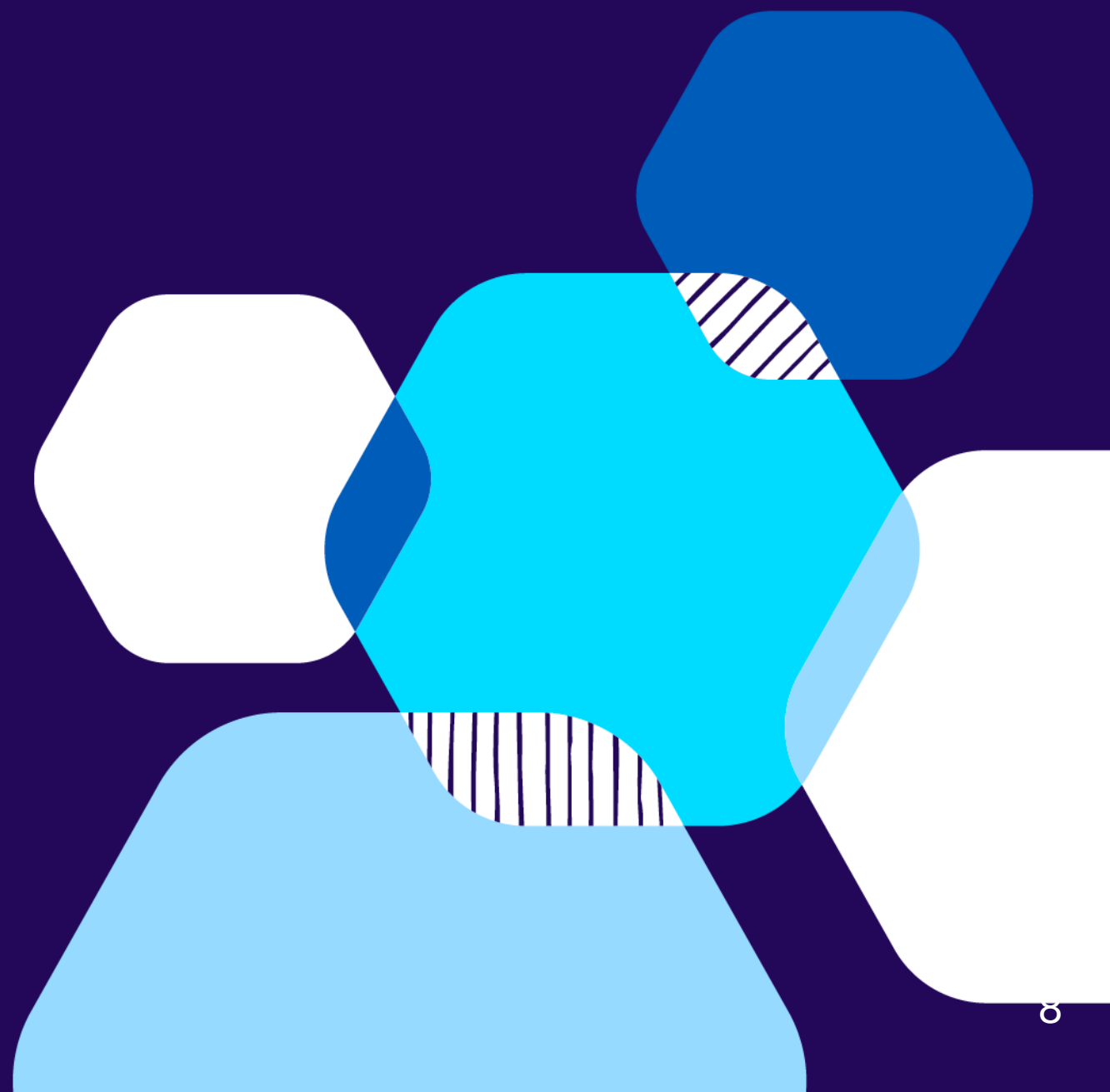


The 4Cs Framework for CLIL



Adapted from Do Coyle's Framework for CLIL (1999). *Theory and Planning for Effective Classrooms: Supporting Students in Content and Language Integrated Learning Contexts*. In J. Masih (Ed.), *Learning Through a Foreign Language*. CILT.

Scaffolding student production



Teaching unit: Small animals in the garden!



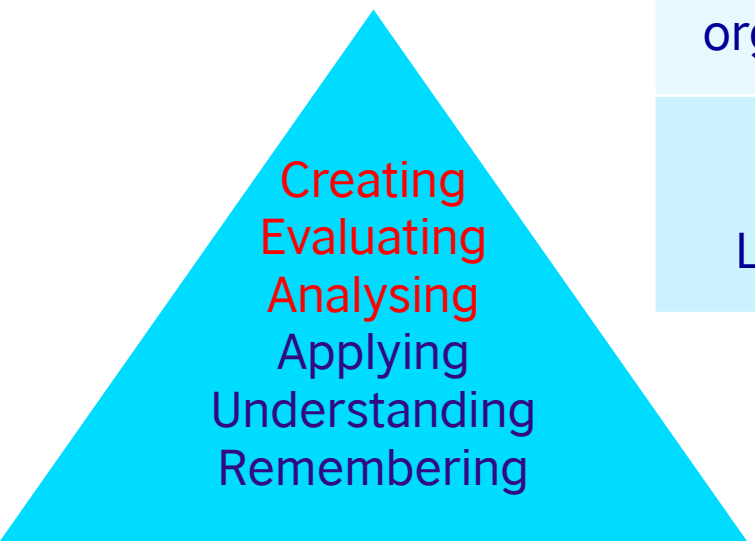
Anticipated learning outcomes

By the end of the unit, the learners will:

- have explored their surroundings to find/discover the small animals which live in their gardens and parks and have learned to value their contribution to the environment (sustainable education)
- be better able to draw, name and describe small animals to their classmates,
- have played card games and drama games to recycle the new knowledge and add new information about small animals,
- have carried out maths games and combined maths, natural science and English language learning,
- have participated in surveys and other interactive activities in collaborative contexts,
- have listened to and performed classical stories (fables),
- carried out creative tasks to wrap everything up and developed artistic and aesthetic awareness.



Skills (Cognitive, communicative and creative thinking skills)	Interrelationship of Activities (School subject content and English language learning)
Remembering and finding out Exploring and discovering	Making a list Outdoor activities Making a poster
Recycling vocabulary, reconstructing short descriptive paragraphs, categorising information	Card games
Participating in collaborative activities (community)	Surveys
Reading and writing using graphic organisers to present new information	Running dictation Fact files and venn diagrams
Reading and calculating Role plays Listening to stories and performing	Cross-curricular activities Drama activities Storytelling



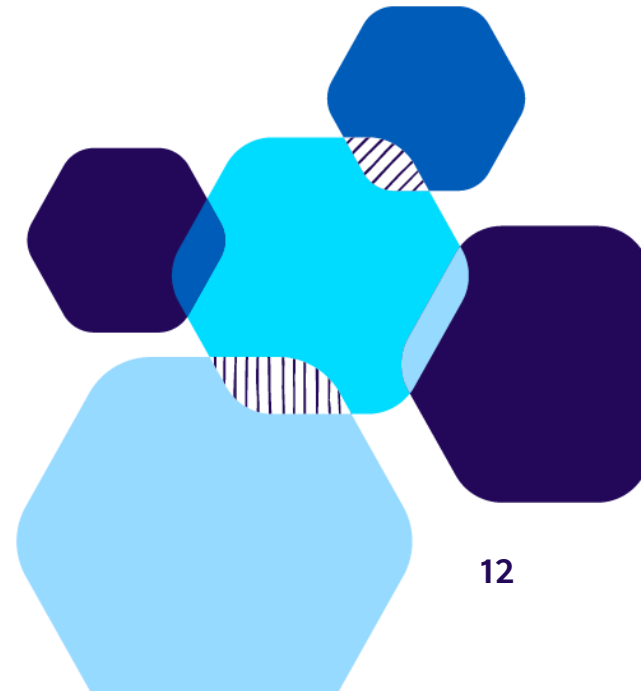
Creating
Evaluating
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Example teaching sequence: small animals in the garden!

Work in pairs. Make a list of all the small animals you can find in the garden (write their names and draw them too).

- Spider, ant, ladybird, beetle
- Butterfly, centipede, mosquito
- Roly-poly, worm, grasshopper
- Cricket, slug, snail, squirrel
- Bird, bee, fly, dragonfly

Outdoor activity: explore the garden / the park



Card games

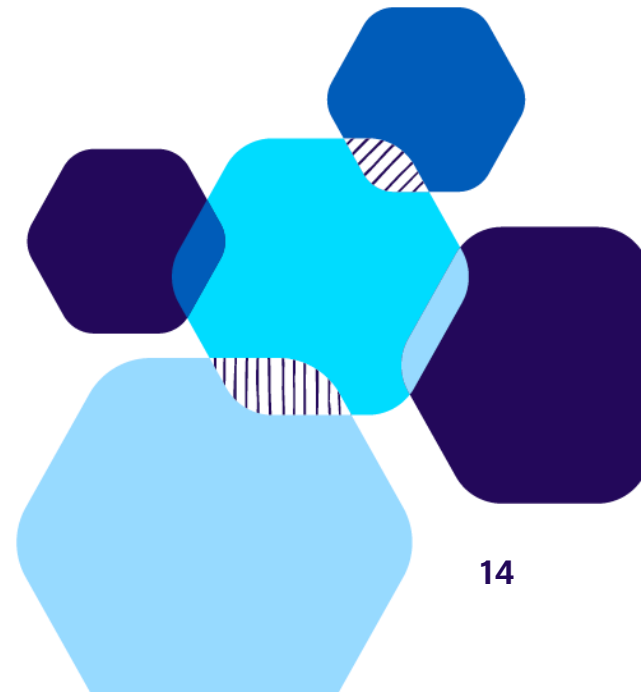
Memory game: Matching pictures with words (whole group activity – word level).

Describing a small animal: Learners get one card each with the image of a small animal and some relevant information. They need to go around the class to find the classmates who have the same animal with different information. Each group creates a small animal profile and, in the plenary discussion at the end, shares it with the whole class (sentence level).

Guessing game: The class is divided into three groups. Each group has a bell. The teacher shares one characteristic of a small animal. The group that rings the bell first guesses what animal it is. If it is correct, that group gets a point (sentence level).

A classic **CLIL activity** is grouping the different small animals following the learners' own criteria.

The rest of the class tries to find out what criteria each group has used: number of legs, colour, ability.



Survey: “What’s your favourite small animal?”

In pairs, students go around the school asking students, teachers and other staff what their favourite small animal is to complete the survey.

Learners can show the A4 poster they have created to help the respondents provide an answer.

In class, the pairs go through a **RANK ORDERING GAME**. For this, learners use sentence frames such as:

2 out of 10 like spiders.

5 out of 15 prefer butterflies.

Running Dictation!

- Divide the class into groups of 4 and give each group two or three paper cups with pictures of different small animals.
- Stick descriptive paragraphs about small animals on the classroom walls.
- Learners walk around the classroom looking for information about their animals, read and return to their desks to write it on slips of paper. They put each slip of paper in their corresponding paper cup.
- Groups share their findings with the whole class.

Bees have black and yellow bodies, six legs and two antennae. They are social and cooperative insects. They live in hives. Each hive has one queen bee who lays the eggs. Bees produce honey which they eat in the winter. Bees transport pollen from flower to flower and fertilize a variety of plants and trees. They maintain biodiversity.



Small animals are amazing!

B E E S



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They transport pollen from flower to flower

They produce honey

They fertilize a variety of plants and trees

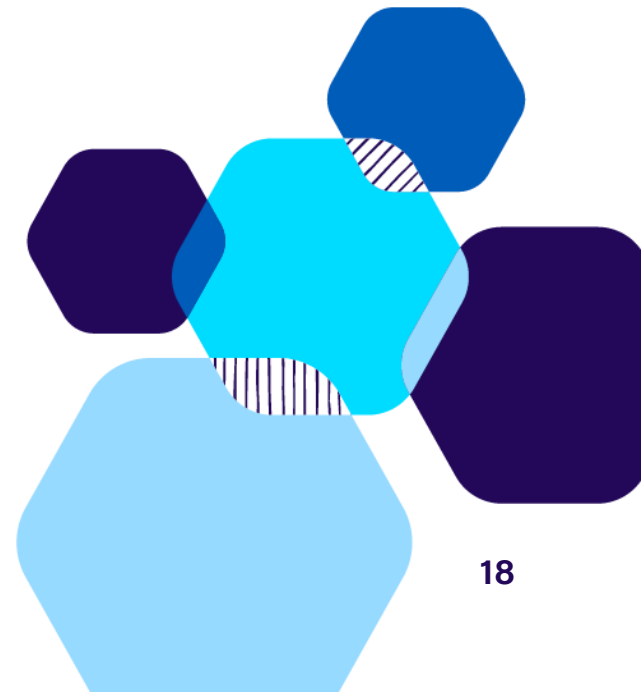
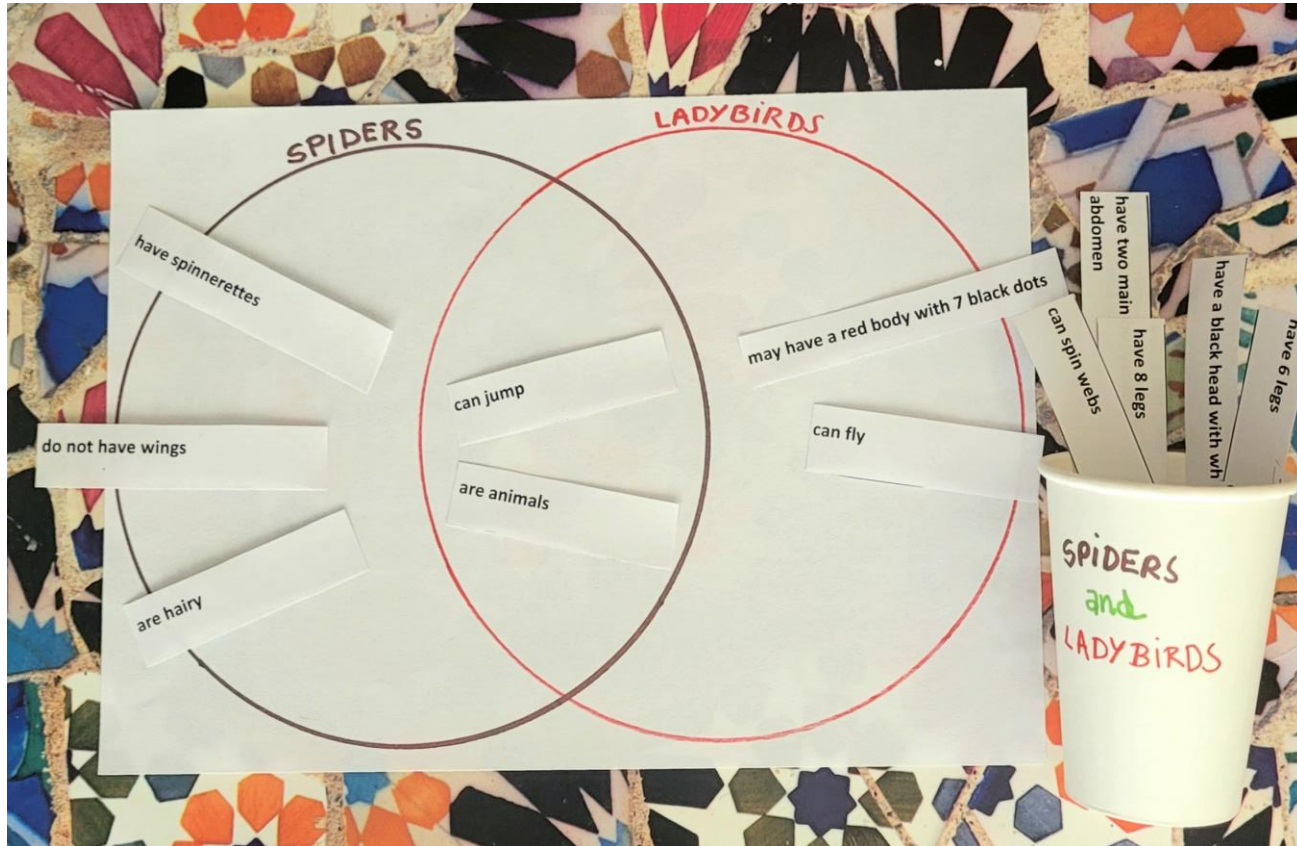
They maintain biodiversity

Graphic organisers:
Fact files

Create a digital encyclopedia

Venn diagrams

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Guessing Game

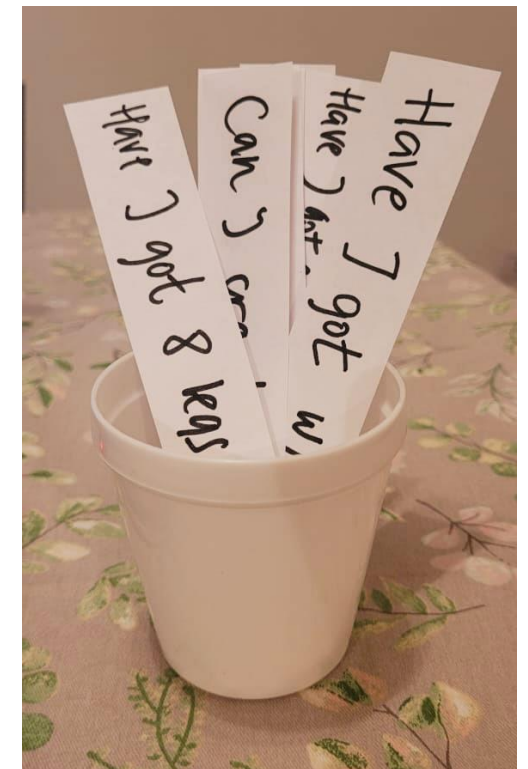
A student wears a headband with the image of a small animal and, by asking Yes/No questions, discovers what animal they are.

Possible questions: “Can I fly?”, “Have I got 6 legs?”, “Have I got black dots all over my body?”, “Have I got wings?”.

Scaffolding: students may use a bank of questions (written on slips of paper and offered in a paper cup) if necessary.



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Reading task: Find a way out!

John, a centipede, bought a hundred socks because he wanted to be warm in the winter. But it took him so long to put all the socks on that he decided to give them all away. Come to the centipede's **garage sale** and keep a record of the small animals who got them.



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Examples:

1 worm

1 head + 1 body = 2 socks

A family of 6 spiders:

6 x 8 legs = 48 socks

A couple of ants:

2 x 6 legs = 12 socks

Using drama with young learners

Dramatise the garage sale.

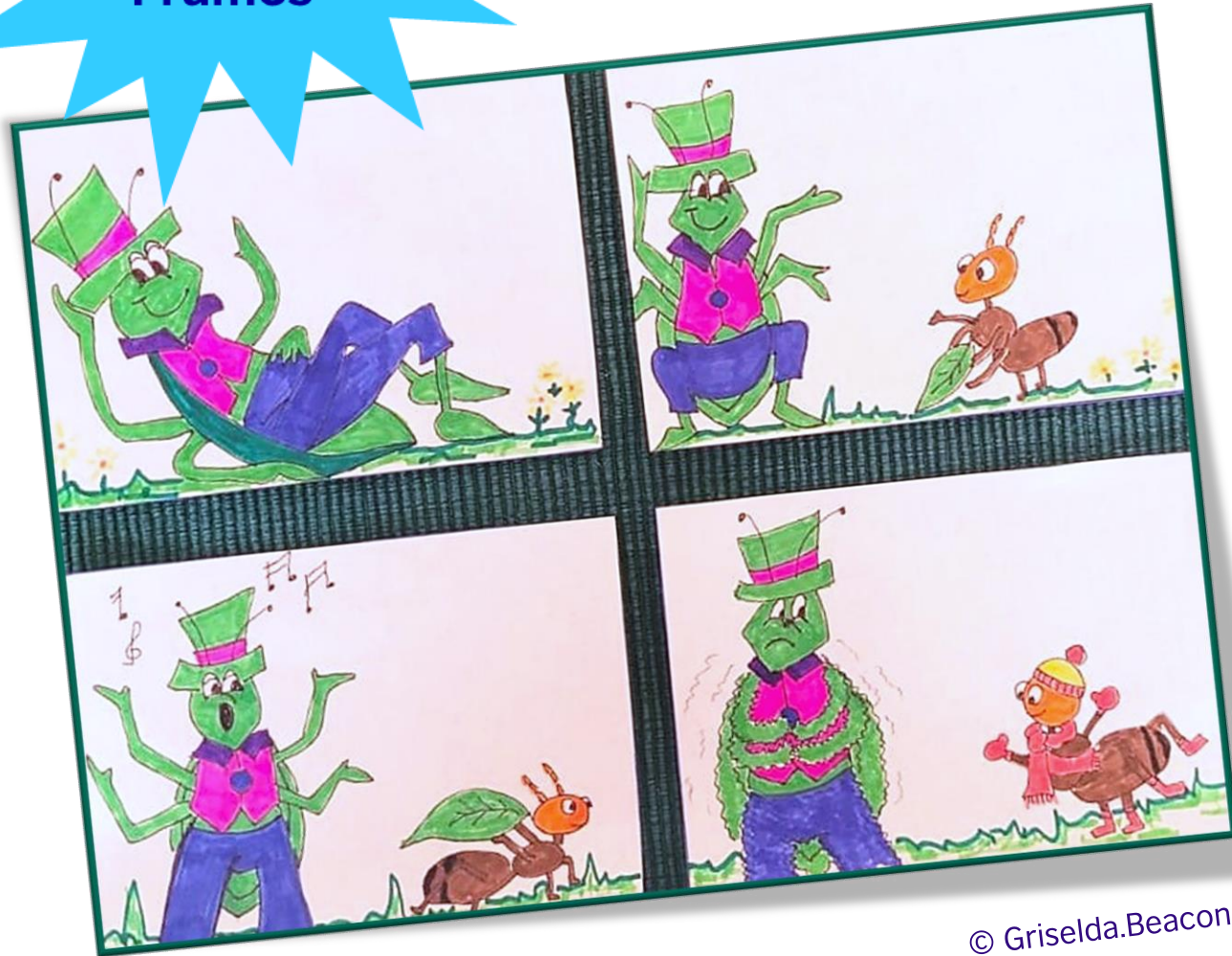
Ask students to bring socks to add to the performance (learners can also draw and colour socks on paper).

Provide language support for role plays:

- **How many socks would you like?**
- **I'm a (spider). I have (8) legs. I need (8) socks, please.**
I'm a (roly-poly). I have (14) legs. I need (14) socks, please.
- **Here you are.**
- **Thank you!**

Storytelling & Performance

Use Freeze
Frames



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It's a lovely summer day.
A grasshopper is resting in a park, eating grass,
hopping around and playing music.

An ant passes by carrying a big leaf.
Grasshopper: "Hey, ant! Come and sing with me!"
Ant: "Sorry, but I can't stop. I am busy getting food
for the winter."

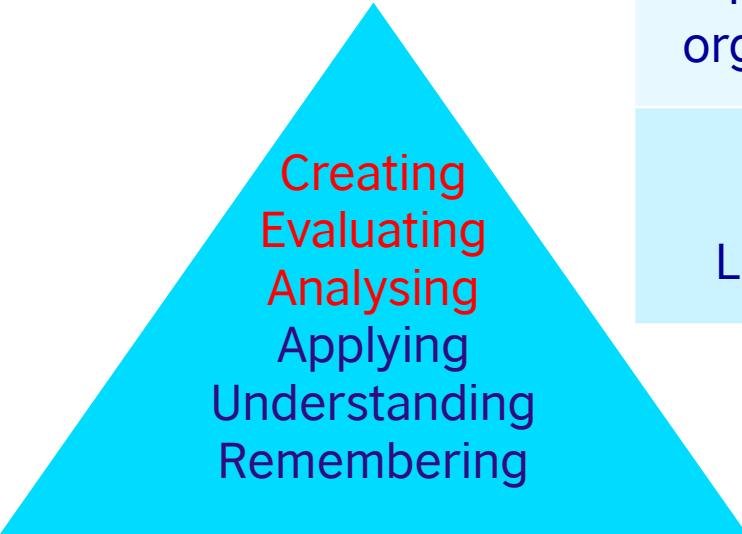
Grasshopper: "Don't worry about the winter! There's
lots of grass, leaves and nuts to eat. Let's enjoy this
wonderful day."
But the ant continues collecting food.
Grasshopper: "Silly ant!"

Winter comes. The ant has a warm home and plenty
of food for the family. The grasshopper is very cold
and very hungry.
Grasshopper: "Can I have some of your food,
please?"
Ant: "But you call me a silly ant!"
Grasshopper: "I am sorry!"
Ant: "Ok, we can share."
The grasshopper learns a very hard lesson.

An adapted version of the fable "The Grasshopper
and the Ant" by Aesop.

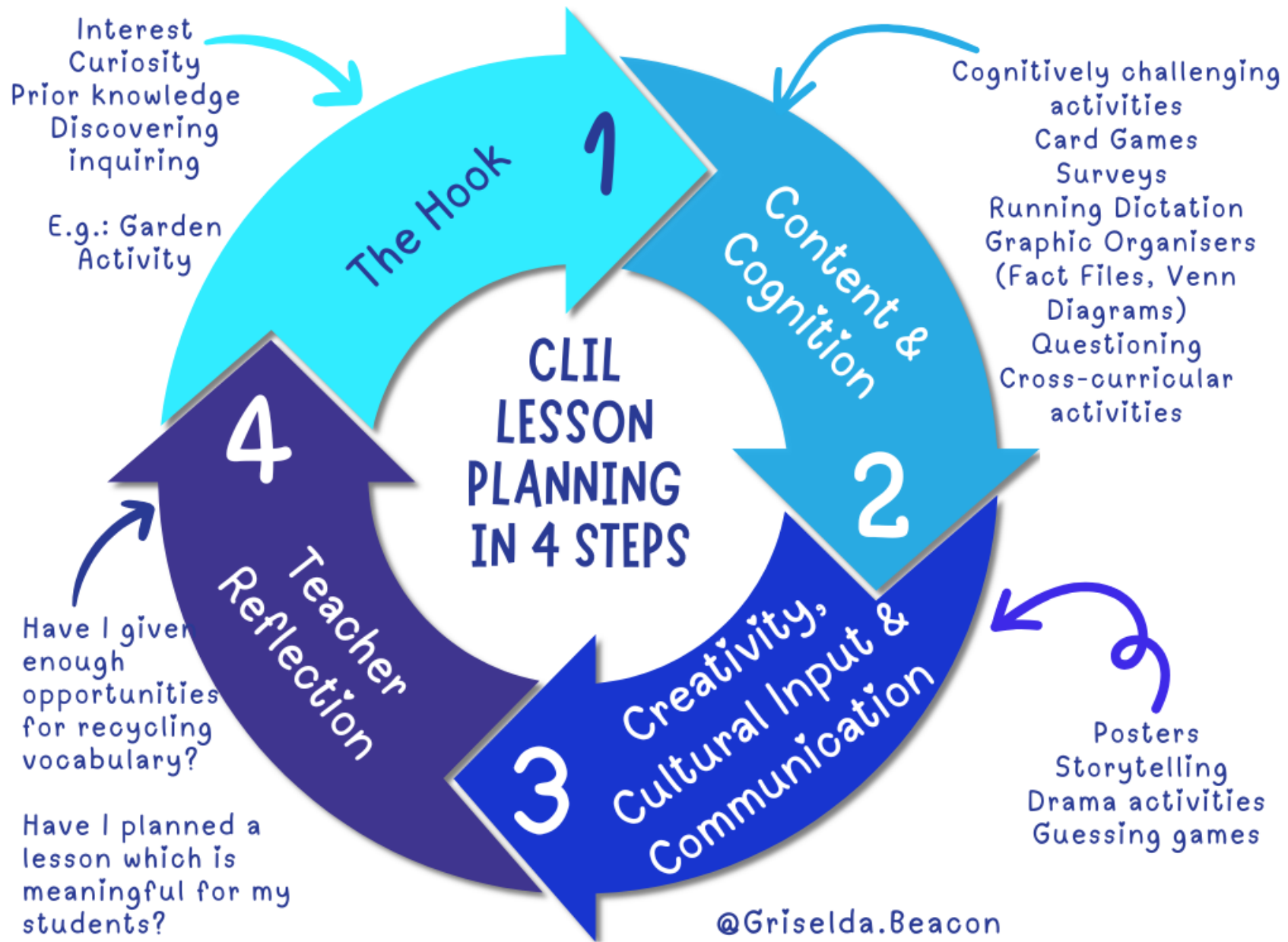


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Adapted from *The Revised Bloom's Taxonomy Model* (2001)



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



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