

BUILDING YOUR CLIL PORTFOLIO

**Planning a learning
experience for presentation
to the group**

PORTFOLIO

A collection of work or tasks over a period of time.

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- A record of achievement with samples of work chosen to reflect the learner's knowledge from a course and his or her working responses to the course content

- Eduardo has emailed the reflective journal
- Pay special attention to the
Cultural experiences Contexts 4 content
template in building your portfolio

Reflective Journal

- The RF will be very helpful for the participant in writing their report for their school. Write in it each afternoon.
- **It can be either handwritten or in digital format.** It is very important that everybody use the **Reflective Journal Template** given in hard copy or emailed to all participants.

MY CLIL PORTFOLIO

- CLIL – definition, rationale, variety of applications in different contexts
- Other participants' experience
- Hard copy course materials and worksheets
- Variety of teaching approaches and scaffolding of learning

Portfolio Format

1 Lesson Plan and an accompanying Teaching Resource

Participants are asked to use the Irish context as a cultural base of the Contexts4Content approach and applying the CLIL principles (4Cs & 3As, etc.).

The lesson plan does not necessarily have to be created in much detail (the participant might complete it when at home).

PRESENTATION of aspects of Participant's Portfolio:

Participants can choose either to present briefly their lesson plan or to present briefly their teaching resource or to teach the class something using a CLIL strategy.

Sample CLIL planning template for a unit of work using the 4Cs

Topic	Year/class-group
Content What do we want students to learn?	Communication Will they need specialised vocabulary? Will they need to know some specific grammar (eg comparatives/superlatives)? How will they talk about what they have learned? (Pair-work, group-work, discussion,)
Cognition What tasks/activities can we include to encourage higher-order thinking?	Culture How can we introduce cultural aspects? (Images, film, song, music...)

Ways to develop CALP

- Use cloze test to pre-teach curricular vocabulary
- **Work in pairs**
- Develop auditory skills through **Listening exercises**

Glendalough is one of the most _____ tourist destinations in Ireland, situated in the Wicklow _____ National Park. It is a place of tranquillity, impressive history and _____.

The name means “the _____ of the two lakes.” It is _____ because of the monastery established there by Saint _____ in the 6th _____. The _____ that survive date from the 10th through the 12th centuries. The monks built churches, created works of art and beautiful _____ and built a round _____ as a _____. People came seeking safety in its workshops, farm buildings and houses. They reared _____ of sheep and sowed crops.

Glendalough is one of the most popular tourist destinations in Ireland, situated in the Wicklow Mountains National Park. It is a place of tranquillity, history and breath-taking beauty. The name means “the valley of the two lakes.” It is famous because of the monastery established there by Saint Kevin in the 6th century. The buildings that survive today date from the 10th through the 12th centuries.

The monks built churches, created works of art and beautiful treasures and built a round tower as a fortress. People came seeking safety in its workshops, farm buildings and houses. They reared flocks of sheep and sowed crops.

Create 5 questions about Glendalough

1.

2.

3.

4.

5.

Develop oral fluency and confidence

- Create questions and test in pairs
- A speaks for 60 seconds, summarising what has been learned
- B listens and corrects

Your portfolio 1

- Pre-teaching activity - statements
- Think Pair Square
- Introduce a topic with a LISTENING exercise
- Use visuals to introduce new vocabulary

Your portfolio 2

- Pre-reading Strategy
- Post-reading curricular vocabulary
- Quiz pairs to develop HOTS

Reading tasks

- Read the chapter tonight. Come in tomorrow with a set of test questions on it

Give students a grid to accompany reading in your subject area

History Events Chart

TEXT	WHO?	WHAT?	WHERE?	WHEN?	WHY?
1					
Relation:					
2					
Relation:					
3					
Relation					
4					
Main point:					

Chemistry Note-taking

Substances	Properties	Processes	Interactions	Atomic Expression

The physical environment

- Do our classrooms offer students a visually rich and print rich environment ?
- Is student work, laminated / displayed /celebrated?
- Is there a celebration of literacy via displays such as book choice boards, book reviews and book posters around the whole school?

Is the board used to reinforce what is taught?

A statement of what the class is about today
Introducing key vocabulary & recording key points
Pre-reading activities
Displaying correct spelling etc
Brainstorming
Homework?
A summary of what has been covered in the lesson



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Label the Diagram

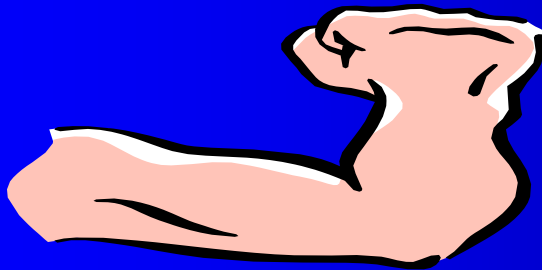
This can help to reinforce keywords

Ask the student to label the diagram using the words supplied

P.E

Front of the Body
Something for *you* to do

Label the diagram



Quads
Pecs
Biceps
Shin
Adductors
Abductors



Buy appropriate dictionaries

- Every teacher shows students how to look up subject words in a dictionary – agree specific time in the first term
- A *School* Dictionary is appropriate for junior students
- A *Student* Dictionary is appropriate for senior students
- A *Learner* Dictionary especially the *Oxford for Learners of English as a second language* gives explanatory visuals

- A subject teacher working through the medium of a foreign language faces particular challenges in teaching and learning
- Imagination, inspiration and variety of methods that overcome language barriers are called for