

# Behind the wheel: CLIL in vocational education

Bili it up!



First, thanks...



Rosie Tanner Education Consultant



# Who is Rosie? www.rosietanner.com

The image shows a browser window displaying the website for Rosie Tanner Education Consultancy. The browser's address bar shows the URL 'rosietanner.com'. The website's header features the logo 'Rosie Tanner EDUCATION CONSULTANT' on the left and a search bar on the right. Below the logo, the phone number 'T +31-(0)6-28745670' is listed. A navigation menu includes links for 'Home', 'Services', 'Rosie', 'Clients', 'Contact', 'News', and 'info@rosietanner.com'. The main content area is divided into two columns. The left column has a 'Home' link and a list of keywords: 'experience', 'contact', 'quality', and 'creativity'. Below this is a paragraph describing the consultancy's services, followed by a link to download a free copy of the book 'CLIL Skills'. The right column is titled 'Contact Rosie Tanner:' and contains a contact form with fields for 'Name: \*', 'Email: \*', 'Phone: \*', and 'Message: \*'. The website's design includes decorative elements like a globe icon and a yellow suitcase with a world map on it.

Home - Rosie Tanner Education | X +

rosietanner.com

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Home

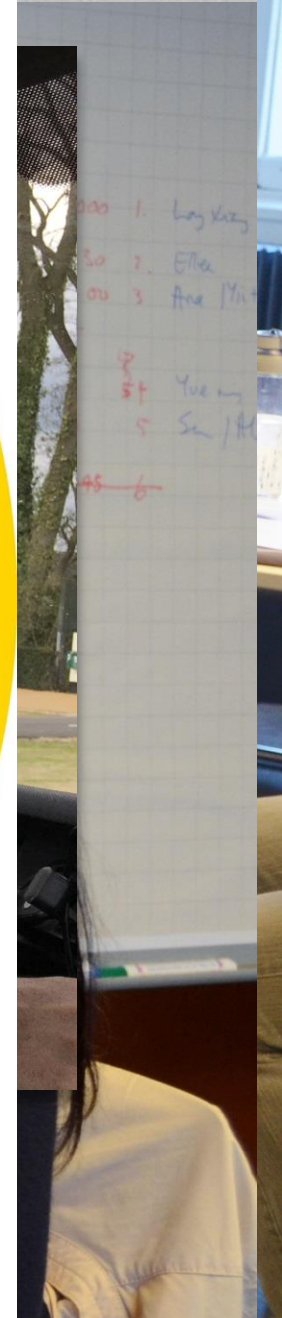
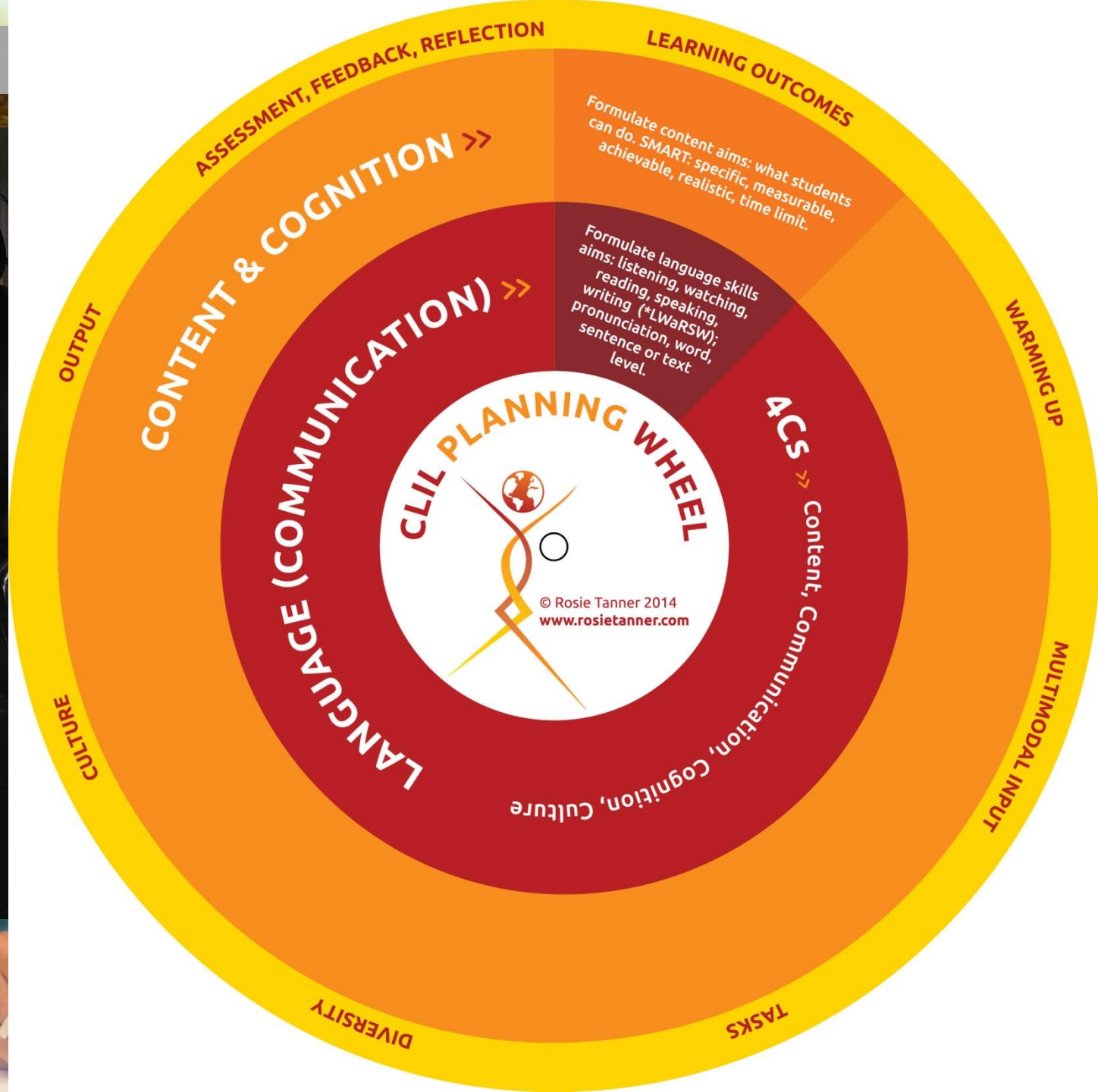
experience contact quality creativity

Rosie Tanner (Education Consultancy) is a professional service for people in education. I work with teachers and trainers in English language teaching methodology and CLIL (content and language integrated learning), in schools and other educational institutions. My strength is that I make an authentic, personal connection in order to facilitate professional and personal development.

I look forward to meeting you, online or in person. And in the meantime, feel free to download a free copy of my book CLIL Skills.

Contact Rosie Tanner:

Name: \*  
Email: \*  
Phone: \*  
Message: \*





# Put your hand up if...

5

- You are a teacher
- You are a trainer
- You have a different job!
- You have been a vocational CLIL teacher for at least 2 years



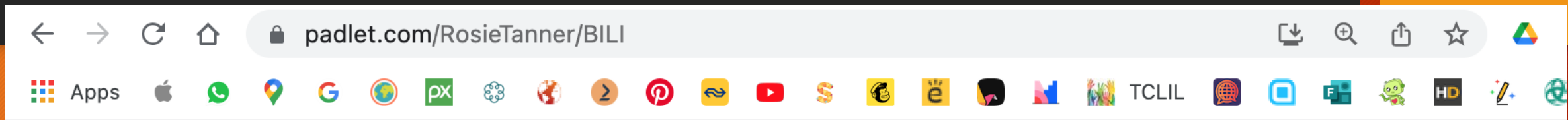
# Hands up: why?

6

- find out about my audience
- get you used to my voice
- make some personal contact
- “affective filter” down
- focus and attention: everyone engaged



During the plenary you can write your questions here:  
<https://padlet.com/RosieTanner/BILI>



padlet



 Rosie Tanner • 1m

**Questions about the plenary? Add your name!**



Be quiet: signal!





# Warmer: get to know a stranger

Turn to a neighbour you haven't yet spoken to. Talk for 2 minutes and share:

- *Names, jobs, where you work*
- *Why you are here today*
- *What you think are some benefits of CLIL in vocational education*



# Learning Outcomes

Conference delegates...

- become (more) familiar with eight characteristics of CLIL.
- understand some CLIL activities linked to each characteristic.
- know how to make vegan mug cakes.



# Benefits of CLIL in vocational education?





# Benefits of CLIL

Learners are prepared for working life/higher education in L2.



# Benefits of CLIL

## Motivation

Learners feel valued.

Learners feel they are learning two things: a second language and a subject.



# Benefits of CLIL



Better cognitive  
development

Learners' brains work  
harder so they learn more.



# Benefits of CLIL

Learners develop communication and language skills in L2.

Language skills progress more.

Learners interact meaningfully (social constructivism).



# Benefits of CLIL

Learners develop  
intercultural awareness.





# Benefits of CLIL

Teachers improve their language and methodology skills.

CLIL can encourage collaboration between (language and subject) teachers.





# Benefits of CLIL

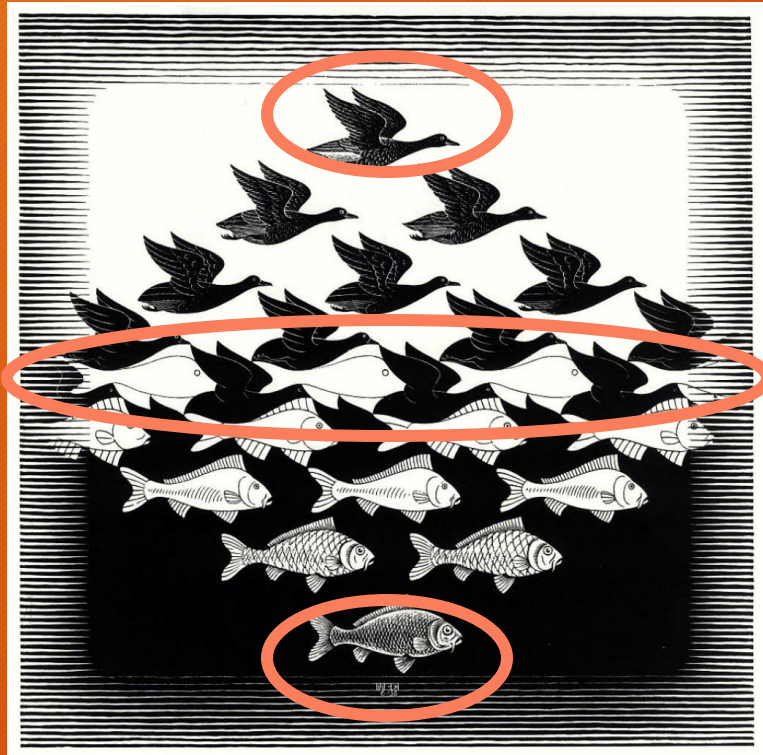
Implementation of CLIL can be an impulse for institutional or curriculum development.







# CLIL Definition (Coyle *et al* 2010)



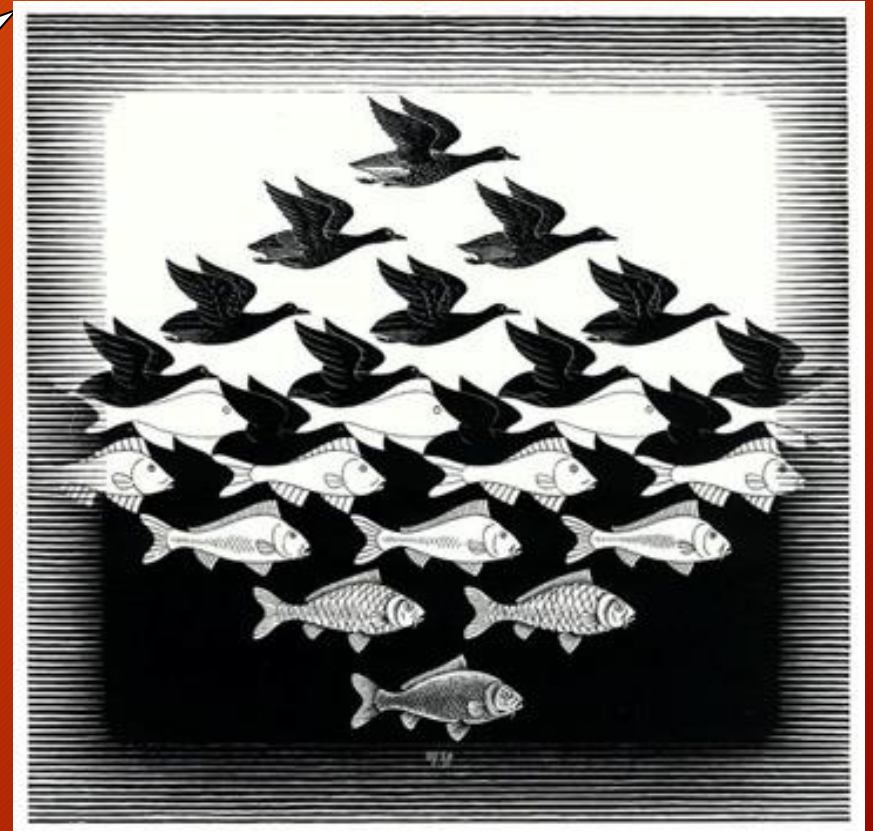
Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an **additional language** is used for the learning and teaching of **both content *and* language.**

Coyle, Hood and Marsh (2010)



# CLIL

So... every teacher needs to be aware of the language students need in order to learn and do things in their subject.



# Key word = engagement



**Engage** en|gage verb

Pronunciation: /ɪn'geɪdʒ , ɛn-/

1.1 Involve someone in (a conversation or discussion)

2 Participate or become involved in

2.1 Establish a meaningful contact or connection with

# The CLIL Wheel applied

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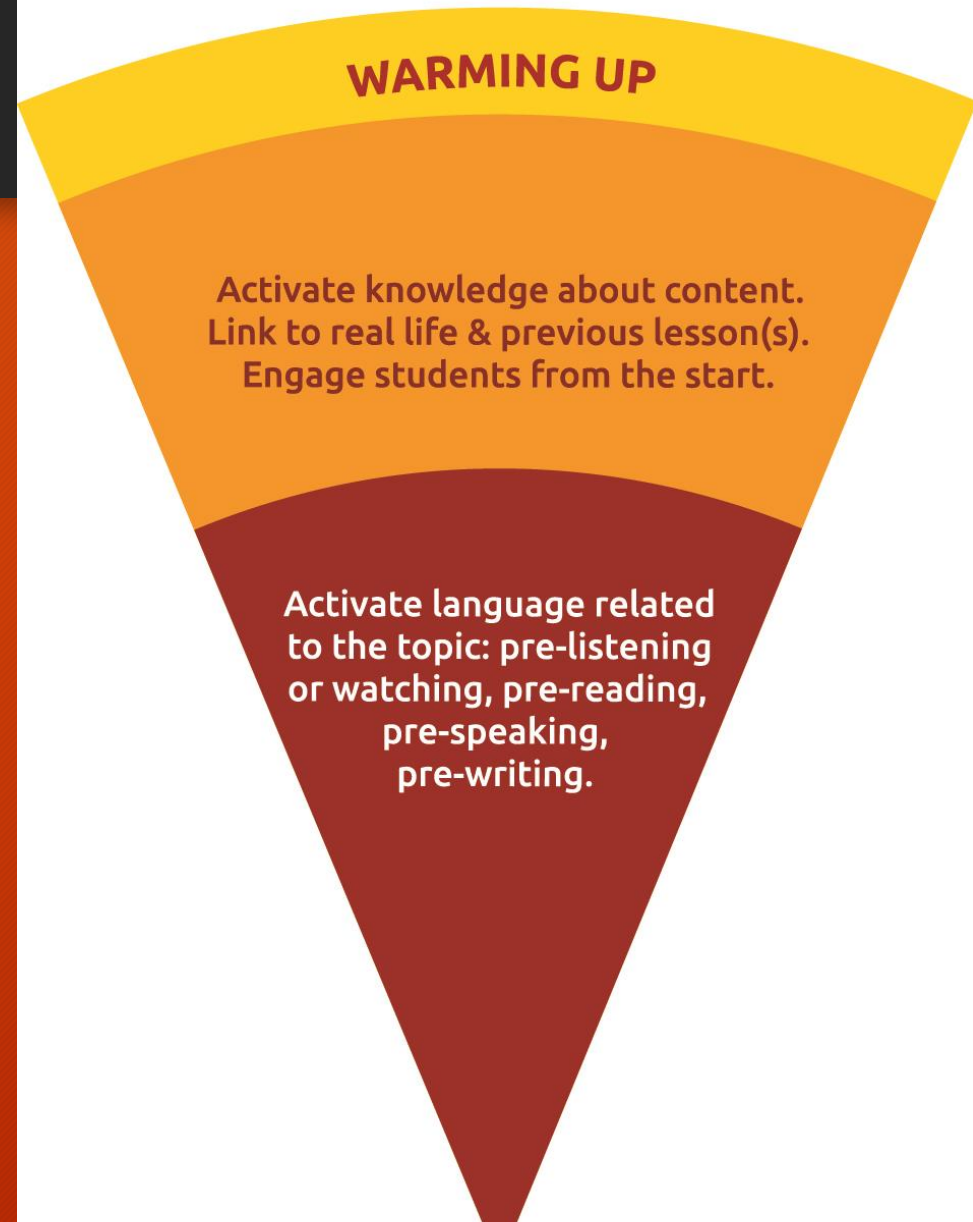
Orange ring =  
content and  
cognition



Dark red ring =  
language  
(communication)



# Warming up: content and language



# Warming up: example activity

1. Organize yourselves into groups (3-4 people). Make sure everyone near you is in a group!
2. A volunteer is the scorer: s/he needs a pen and paper.



# Warming up: example activity

I will show you a picture.  
How many sentences about  
it can your group make?

The scorer keeps score: one  
point per correct sentence.

You have two minutes.









# Warming up

1. Same groups, different scorer: one point per correct sentence.
2. In a moment, you will see a second picture. How many sentences about it can your group make? Can you beat your record, as a group?
3. You have two minutes.







**Which groups scored more sentences the second time around?**

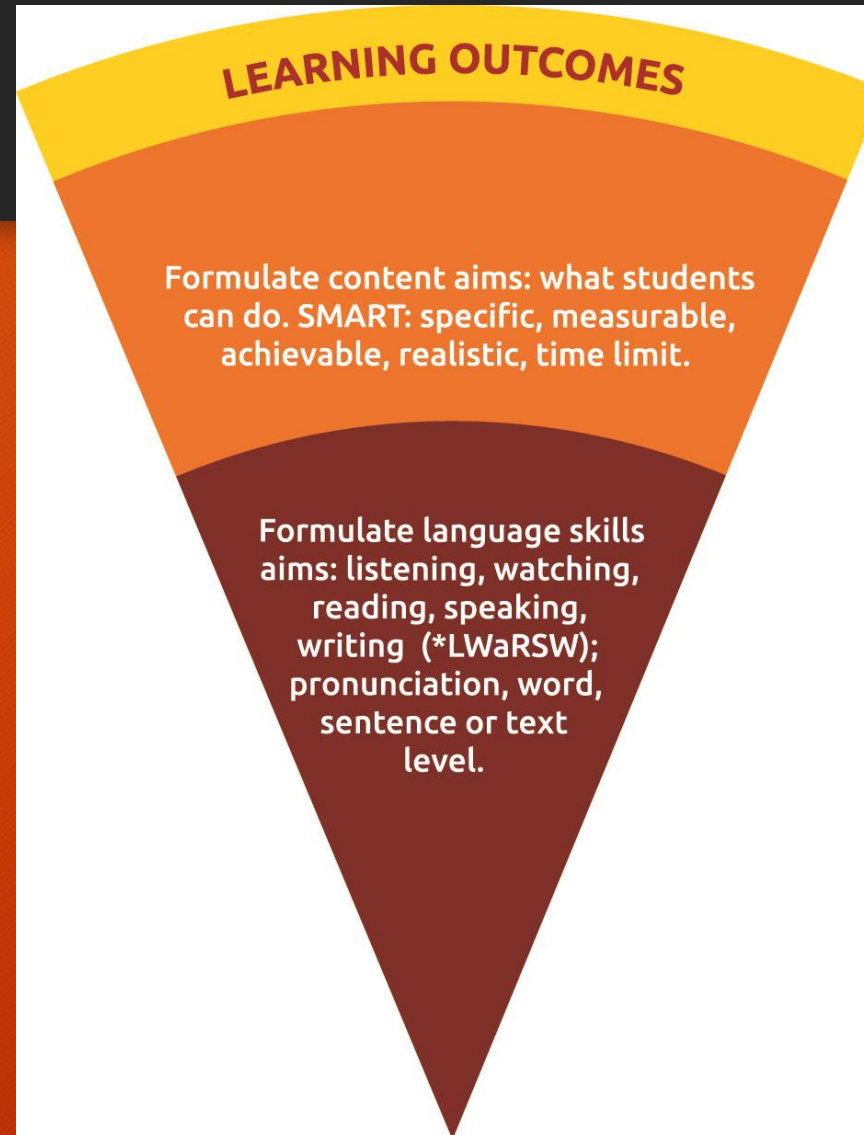


# Why do this?

- Getting language going
- Aiming for fluency
- Checking productive vocabulary
- Energy levels up



# Learning outcomes for both content and language





# Example learning outcomes (content)



Students...

... can describe an effective package holiday based in Zurich.

... can make an omelette.

... can diagnose how much painkiller a patient needs.

# Example learning outcomes (language)



Students...

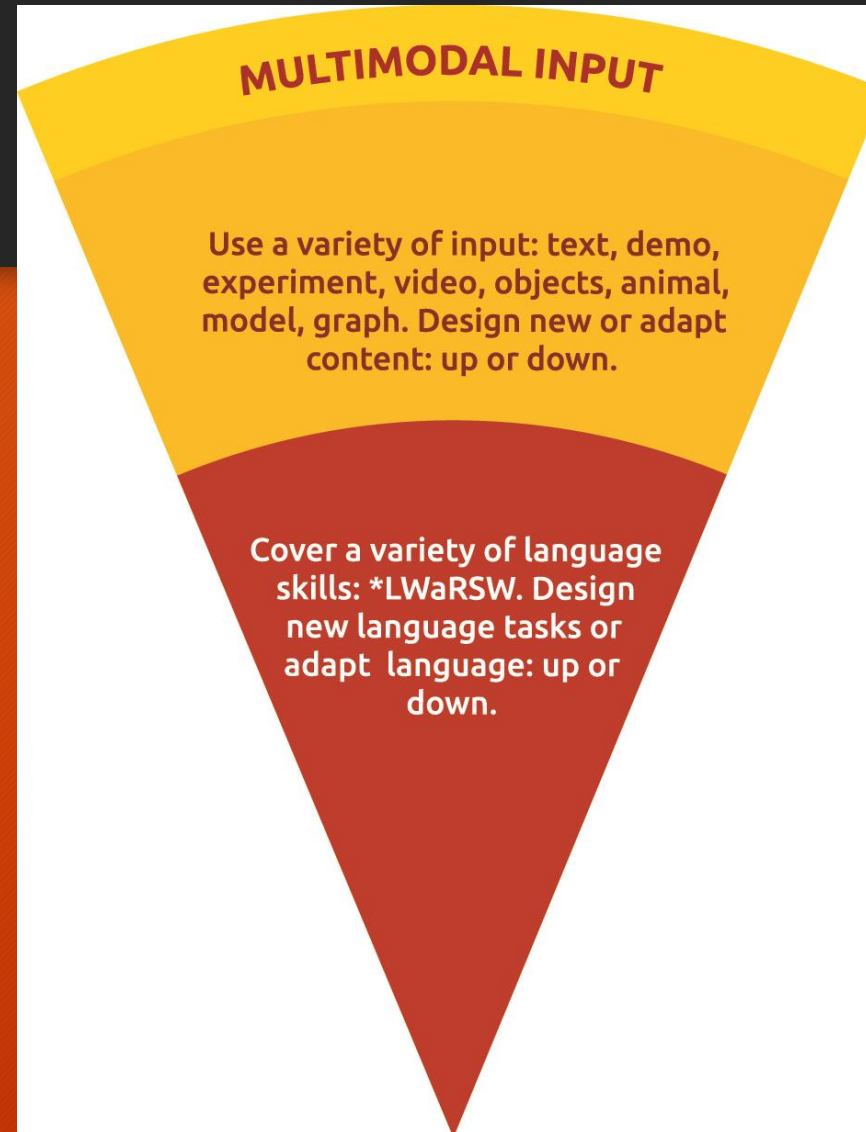
...know how to formulate questions about a text related to diarrhoea (writing/speaking).

... can give their opinion about a marketing strategy (speaking).

...start to learn these new words: briefing, service, crew, pre-flight, to disembark, to embark, purser, transit pass, configuration (vocabulary).

...can write a short blog entry (writing).

# Multimodal input





# Common European Framework of Reference (CEFR) for languages

## KEY QUESTION

Which level on the CEFR  
does **a learner** need to be  
to be able to understand  
your input?



# Input at right level: CEFR reading levels

B1	B2



Multimodal input: visuals, video, hands-on work, etc.



# Multimodal input: example activity





Veganuary a hit in India as more people switch to a vegan diet to combat climate change

## **What to know about COVID-19 and a plant based diet**

Talk Point

**Will more people turn to vegetarianism in a post-coronavirus world?**

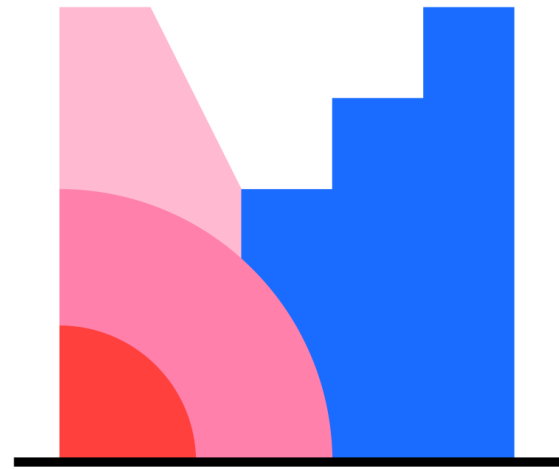
**Is The COVID-19 Vaccine Vegan?**

# Vegan blueberry muffin mug cake





Go to [www.menti.com](https://www.menti.com) and sign in with the code.  
Write down THREE ingredients that you think are in  
a recipe for vegan blueberry muffin mug cakes



**Mentimeter**



# Were you right? Vegan blueberry muffin mug cake



<https://www.youtube.com/embed/TskyrDTyWil?&start=219&end=292&autoplay=0>

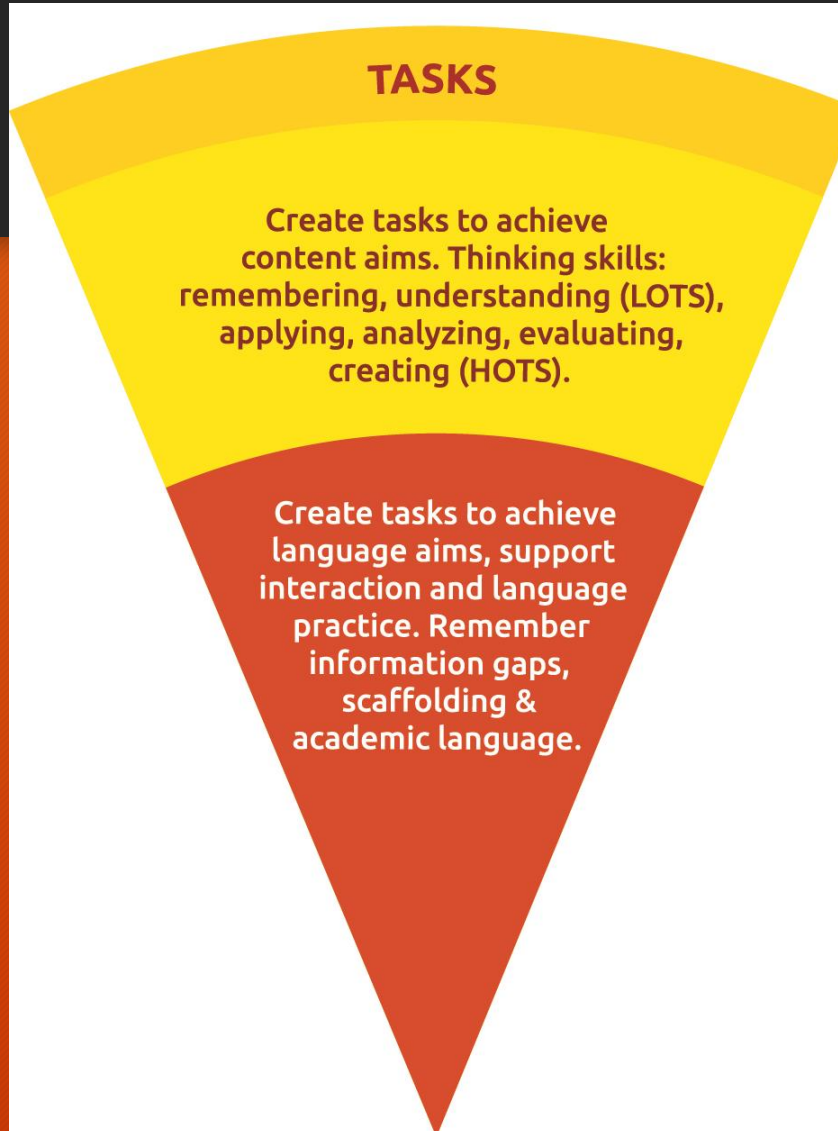


# The ingredients

3 tablespoons flour  
1 ½ tablespoons sugar  
¼ teaspoon baking powder  
1/8 teaspoon ground cinnamon  
pinch of salt  
3 tablespoons plant-based milk  
3 tablespoons vegetable oil  
¼ teaspoon vanilla extract  
3 tablespoons (frozen)  
blueberries



# Tasks





Give a task to support understanding content and language



# Example task to support understanding content and language

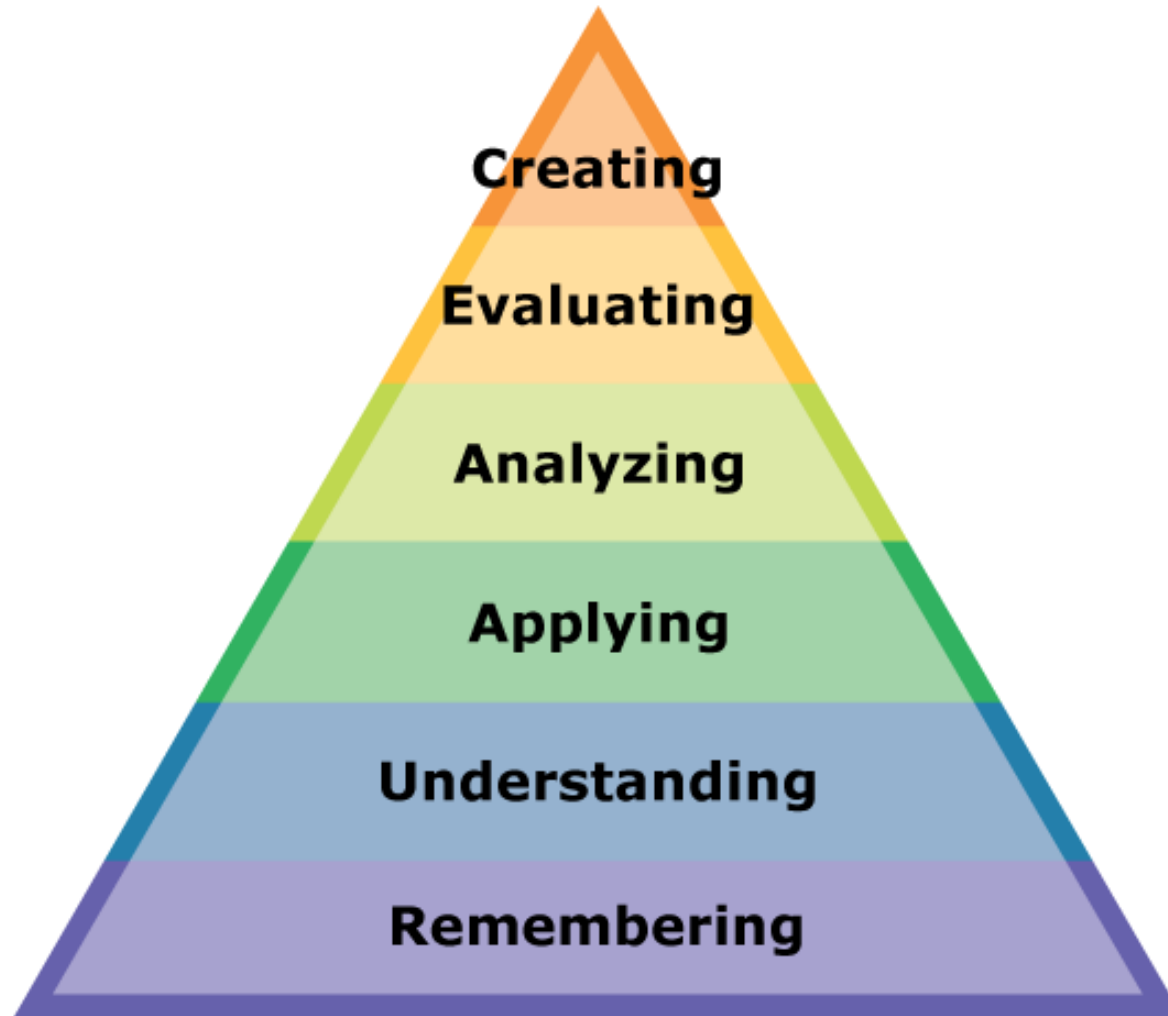
Watch the video and correct this list of ingredients for the vegan muffins:

- 1 ½ tablespoons flour
- 1 ½ tablespoons sugar
- 1 teaspoon baking powder
- 1/8 teaspoon ground cinnamon
- pinch of salt
- 3 tablespoons almond milk
- 3 tablespoons sunflower oil
- ½ teaspoon vanilla extract
- 4 tablespoons (frozen) blackberries

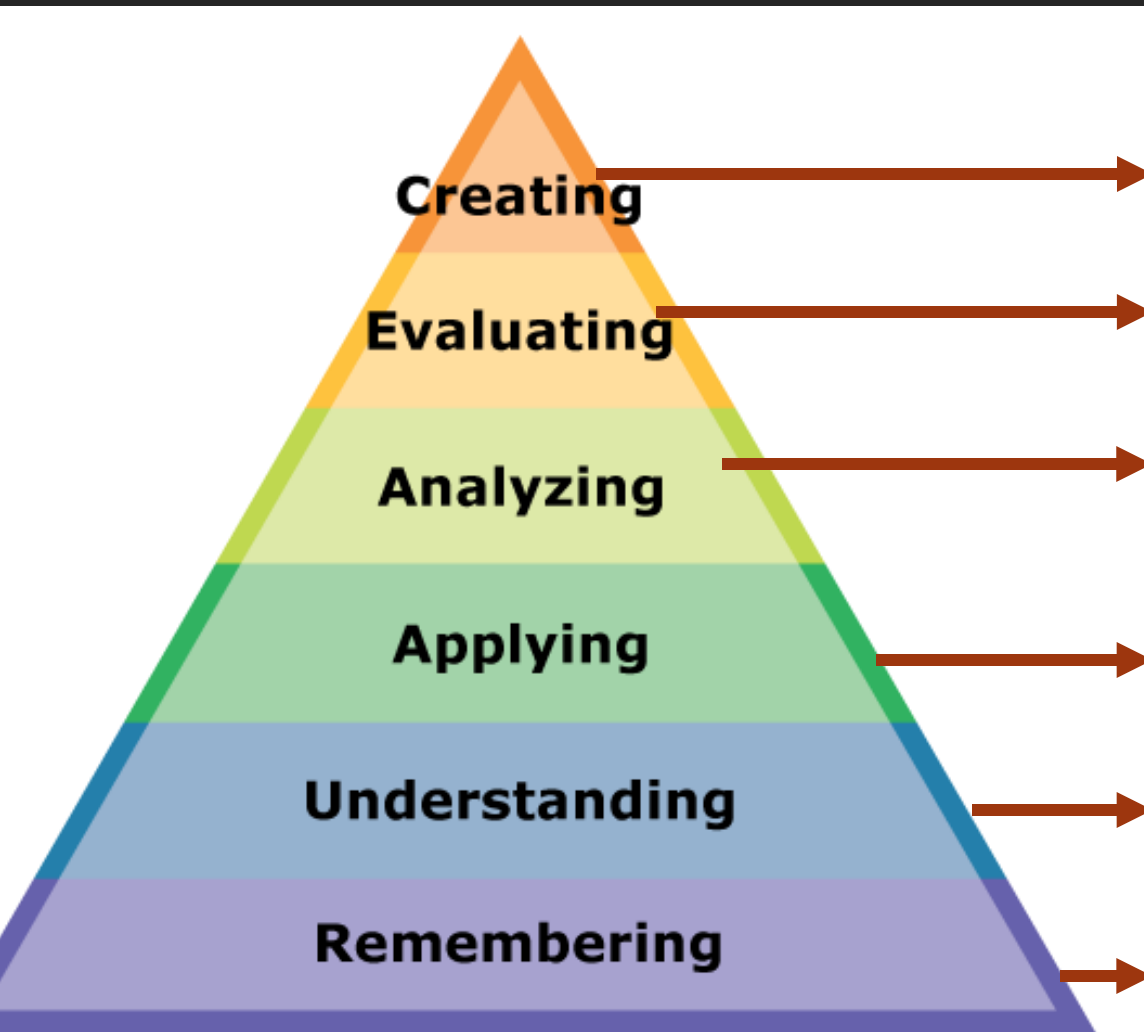




**Get students thinking: design tasks using Bloom's new taxonomy.**



# Applying Bloom



Creating → Create your own vegan mug cake recipe and try it out.

Evaluating → What's your opinion about veganism?

Analyzing → Discuss the reasons why online cooking vlogs are so popular.

Applying → How could you create a mug cake in a bowl?

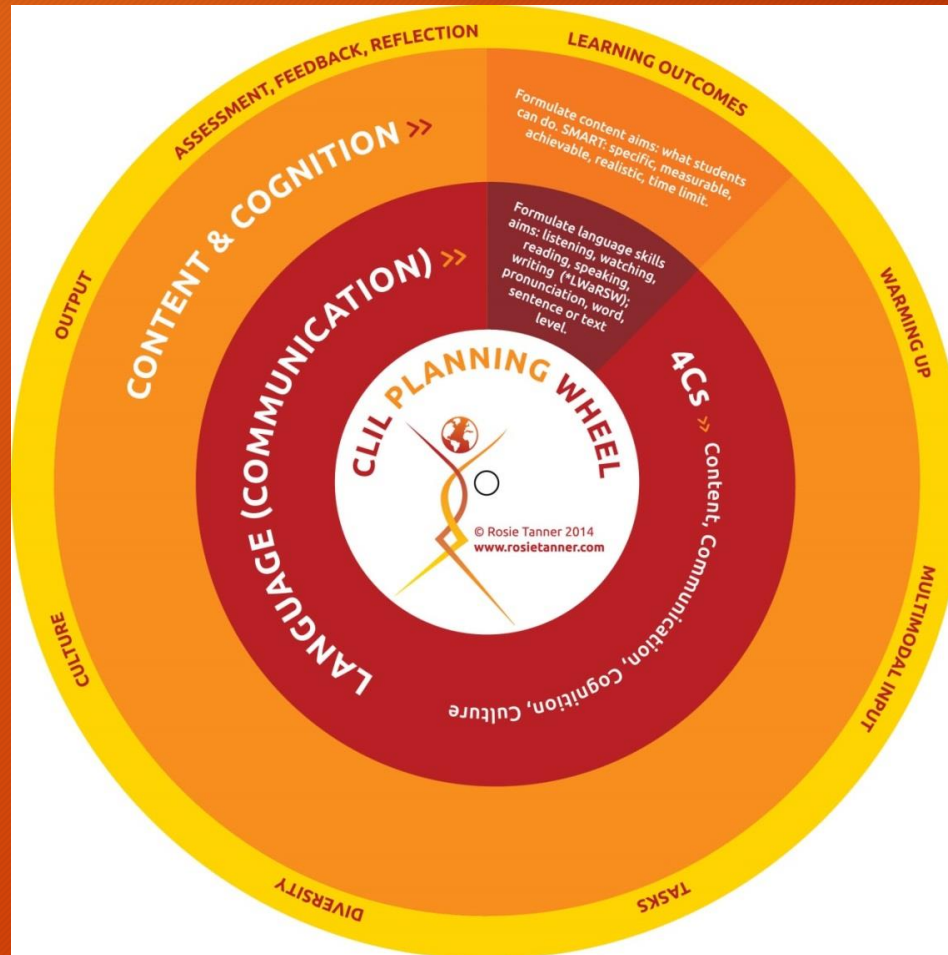
Understanding → Why does the vlogger use a toothpick?

Remembering → Can you remember what a mug cake is (from last lesson)?



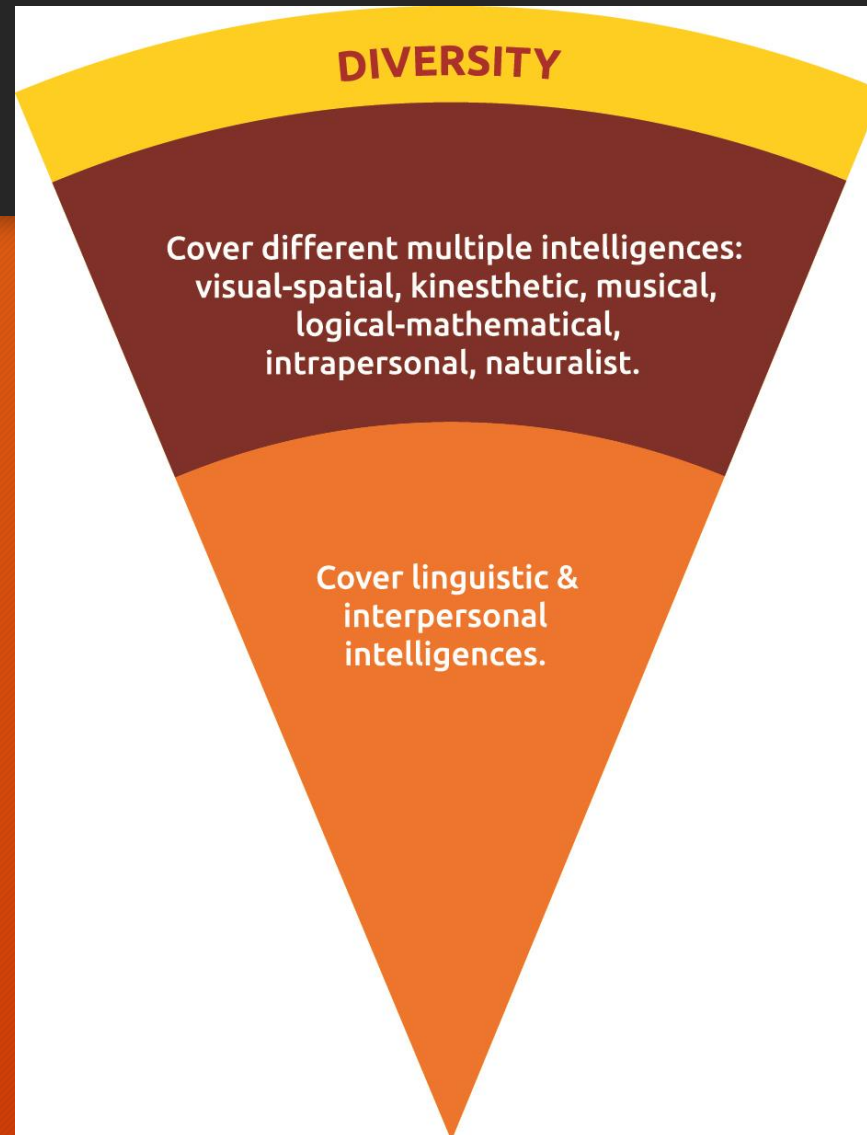


# Talk to a (new) neighbour: what's got you thinking so far? (3 minutes)

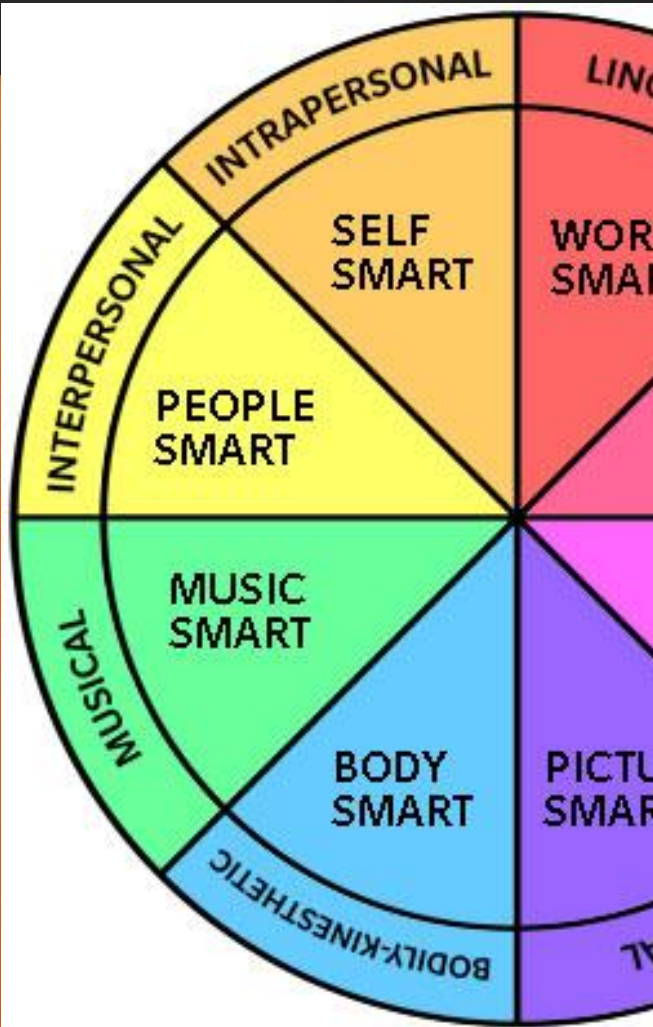




# Diversity



# Design tasks for



VISUAL  
SEE IT

AUDITORY  
HEAR IT

KINESTHETIC  
DO IT

Dr Edward de Bono's

## Six Thinking Hats®



### Red Hat

intuition, hunches, & feelings



### White Hat

information available & needed, facts and data



### Yellow Hat

benefits, value & positive aspects



### Black Hat

caution, difficulties, risks & weaknesses



### Green Hat

alternatives & creative ideas



### Blue Hat

managing the thinking, focus, summary

For information on Deliberate *CreBive* Thinking™ contact

**mindwerx** International Pty Ltd on 1800 060 982

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[www.mindwerx.com.au](http://www.mindwerx.com.au)



# Culture



# Ideas for culture in the lesson

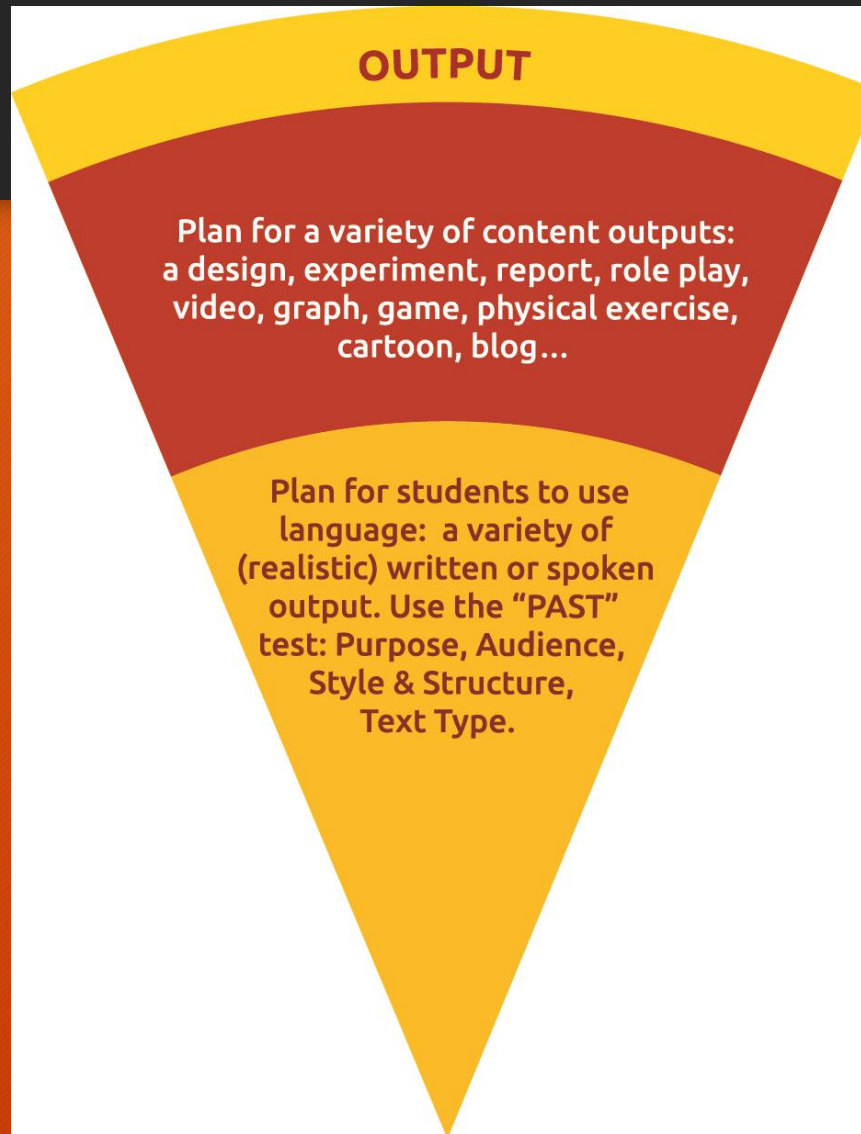
Link to real life/news.

Talk about the  
“culture” of your  
subject.





# Output



# Spoken output: board game in groups





counters

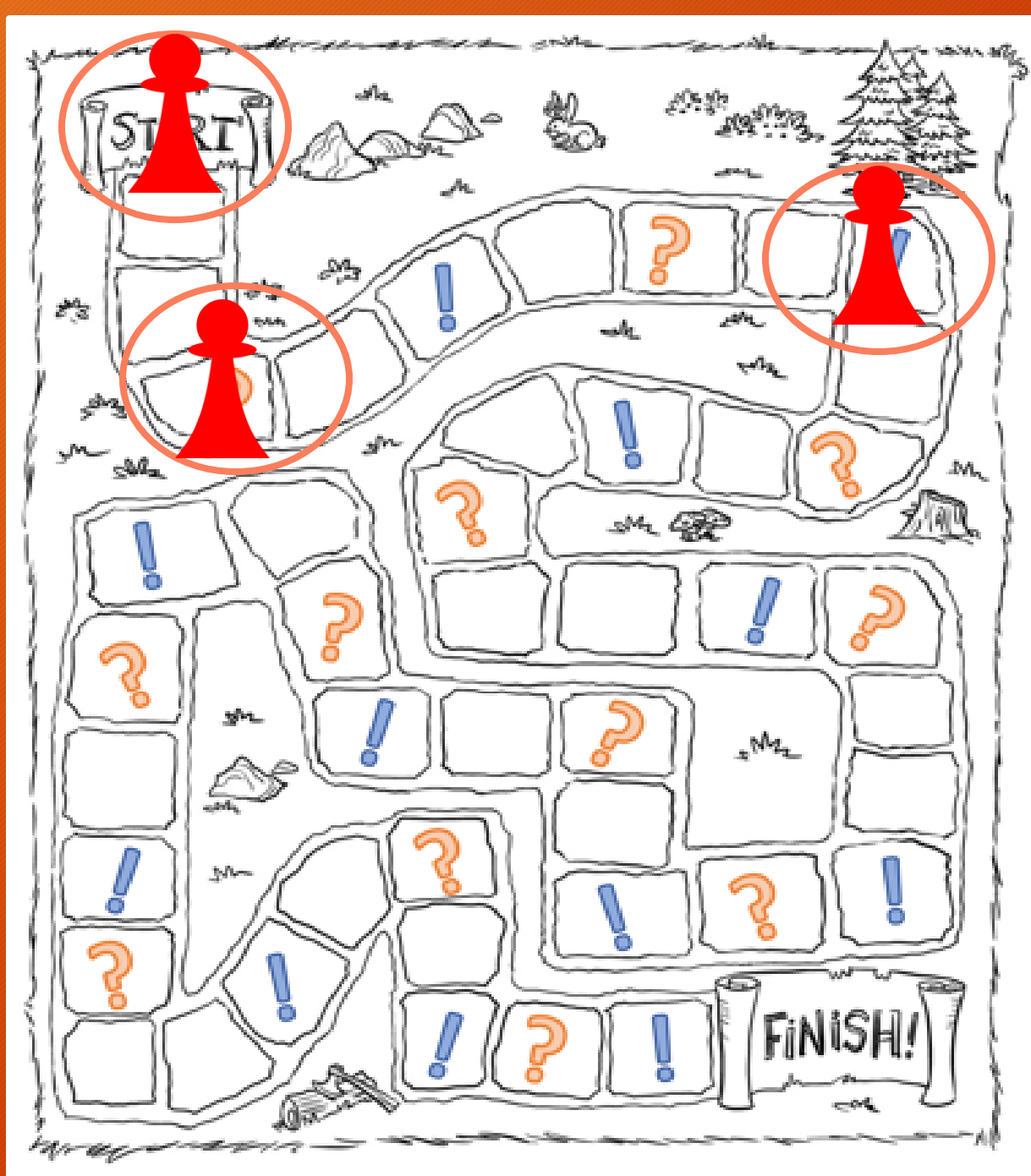


sets of 20-30  
small cards

die (dice)



game  
boards





## Example cards

dealing with  
pain (*nursing*)

tools  
(*hairdressing*)

healthy food

open and closed  
circuits  
(*technical  
subject*)

VAT  
(*economics*)

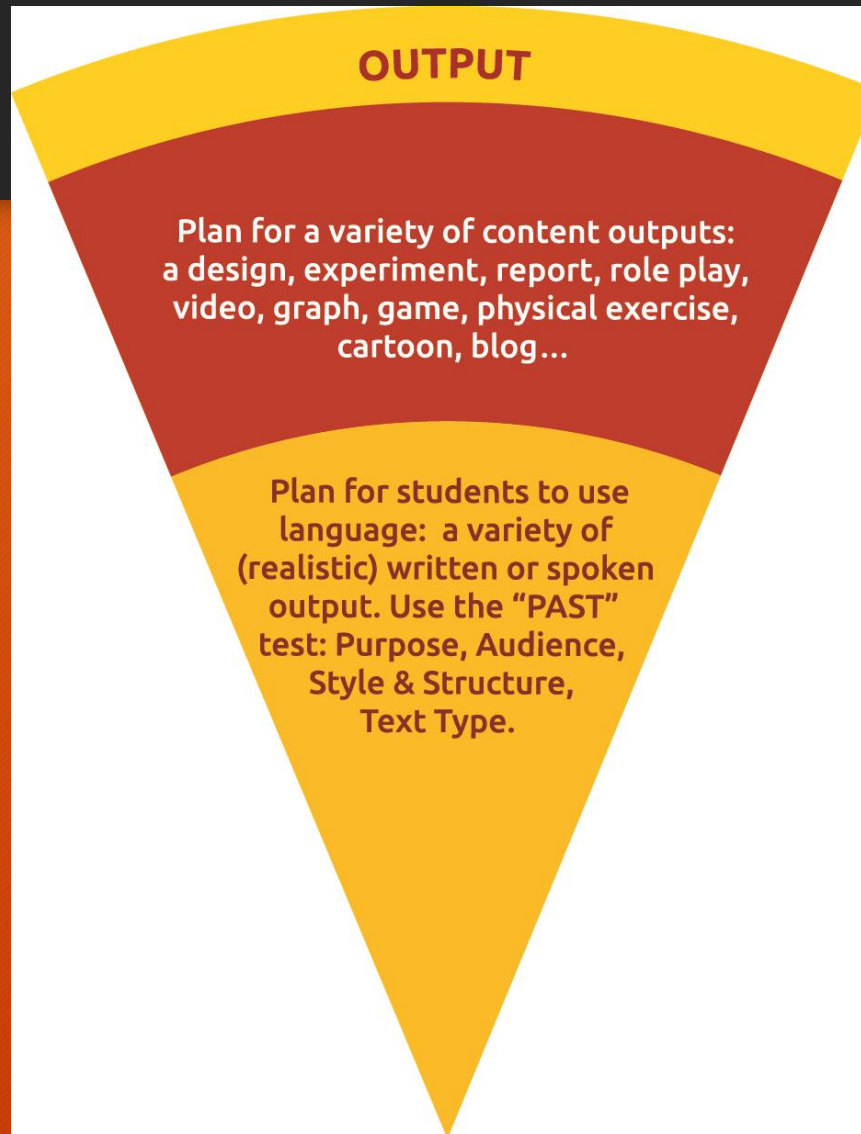
mother board  
(ICT)

Come and play the board game in my workshop!





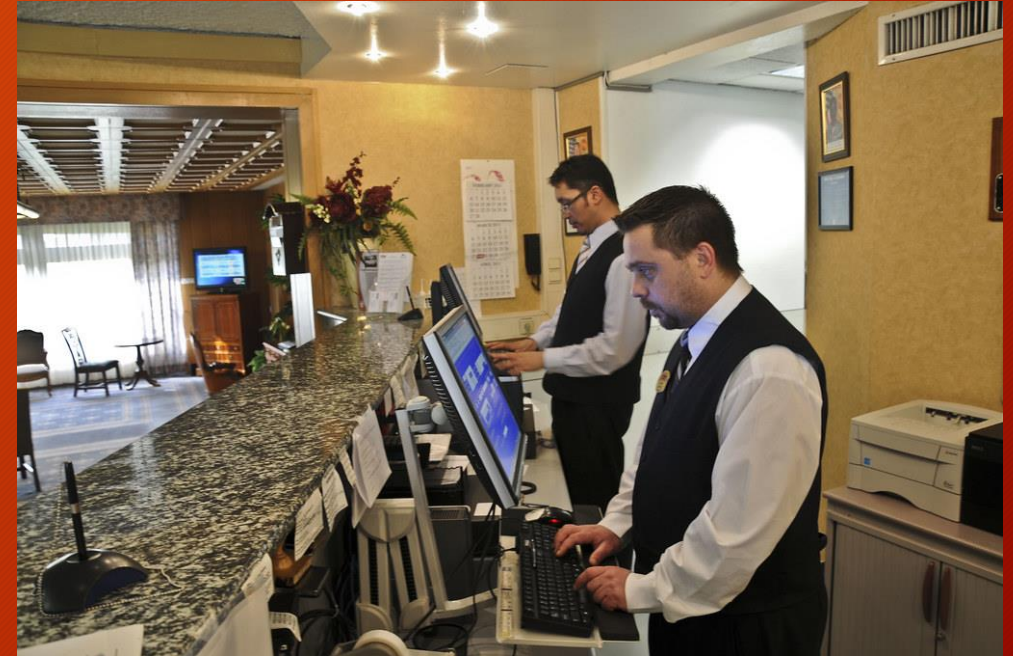
# Output



# Output: example activity

## Content and (authentic) written output

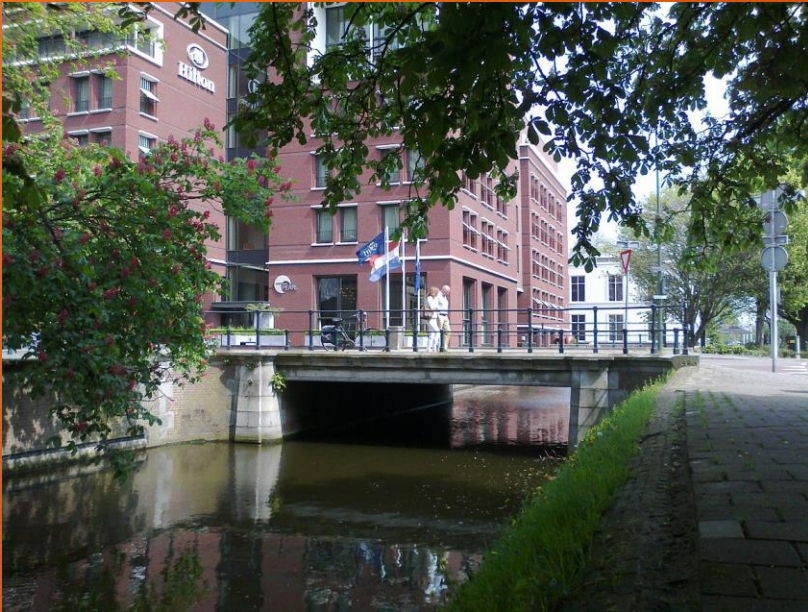
You work in the Reservations Department of your hotel. Write a reply to Paul Foster's mail. He and his partner are interested in visiting your city. They would like to spend three nights at your hotel. Specifically, he would like to have details of your package deal for leisure guests who enjoy cultural activities.





# Output: example activity

## Content and (authentic) language output:



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

You are the sales agent at a hotel in the Hague. You have been asked to design a trendy package deal for young, corporate clients. Prepare two PowerPoint slides to show to your manager, presenting your idea. Include:

- Total price of the deal & cost price for the hotel
- What the package deal includes
- Three special activities for the target group
- Information about your marketing strategy on social media.

Model for creating authentic assignments:

**PAST**

**Purpose**

**Audience**

**Style and structure**

**Text type**



# Talk to your neighbour: what are the PAST elements?

- Purpose?
- Audience?
- Style and structure?
- Text type?

You work in the Reservations Department of your hotel. Write a reply to Paul Foster's mail. He and his partner are interested in visiting your city. They would like to spend three nights at your hotel. Specifically, he would like to have details of your package deal for leisure guests who enjoy cultural activities.

# The PAST elements

To inform a potential guest about a cultural package deal

Paul Foster and his partner

Formal language, to the point

Email

- Purpose

- Audience

- Style and structure

- Text type



# Some **Purposes**

- to persuade
- to inform
- to recount
- to explain
- to convince
- to predict
- to describe
- to advise
- to compare and contrast
- to instruct



# Some **Audiences**

(the more specific and realistic, the better)

- an airline boss
- a travel magazine editor
- a doctor/nurse
- a 19-year old
- old people

- a supermarket consumer
- boss of a business
- a sports school owner
- a hotel owner
- a website
- ...





# Some **Text Types** (vary as much as possible)



- a business report
- a poem
- a travel brochure
- a letter
- a leaflet
- an e-mail
- a questionnaire
- a survey
- a biography
- a magazine article
- a blog

# Style and structure

Provide

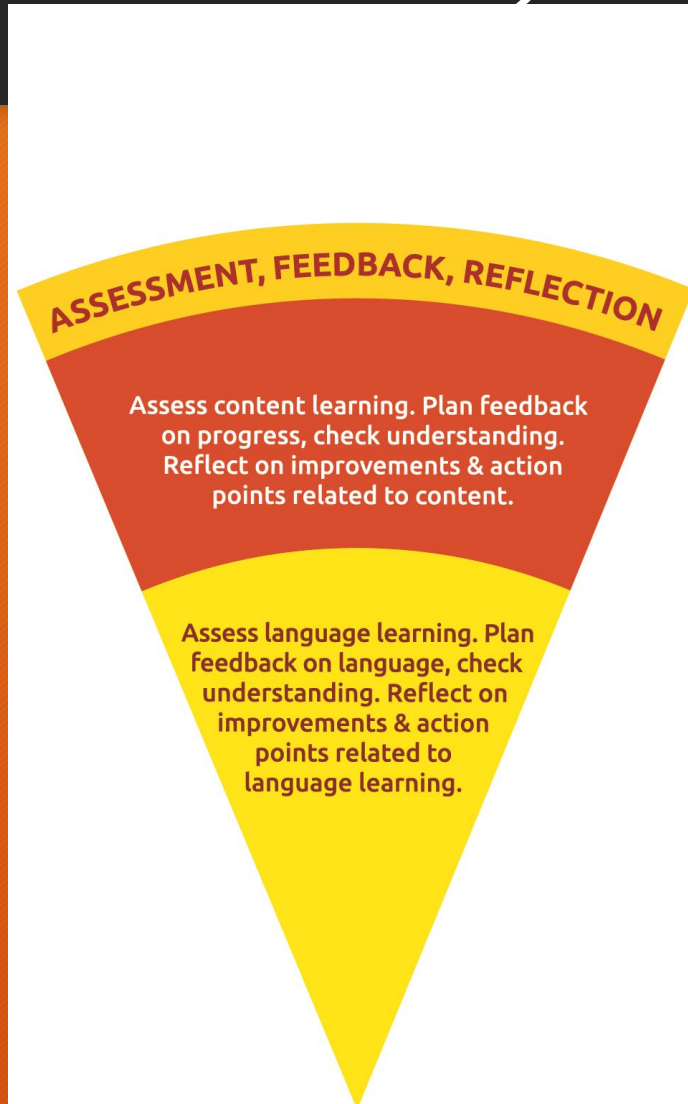
- scaffolding (e.g. sentence stems, table to complete while planning, questions).
- models
- input about formal or informal language
- language support (linguistic scaffolding)

Discuss genre (types of texts).





# Assessment, feedback, reflection



Assess content and language.

Evaluate how it went.

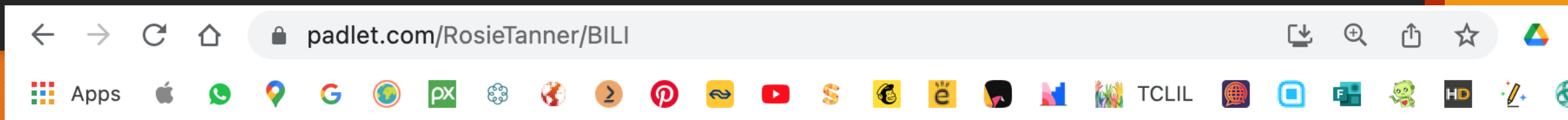
# Back to the learning outcomes. Have you...

- become (more) familiar with eight characteristics of CLIL?
- understood some CLIL activities linked to each characteristic on the CLIL wheel?
- learned how to make vegan mug cakes?





Questions? <https://padlet.com/RosieTanner/BILI>



padlet



 Rosie Tanner • 1m

**Questions about the plenary? Add your name!**



Thank you!  
[www.rosietanner.com](http://www.rosietanner.com)

