

Content Language Integrated Learning (CLIL)

Torthaí Foghlama: Teanga

- Teanga Ó Bhéal – e.g. Rannpháirtíocht, éisteacht agus aird; gnásanna sóisialta agus feasacht ar dhaoine eile; stór focal; léiriú tuiscena.
- Léitheoireacht – e.g. Feasacht fhóineolaíoch agus fhóinéimeach; fónaic, aithint focal agus staidéar ar fhocail; stór focal; líofacht agus féincheartú
- Scríbhneoireacht – e.g. Rannpháirtíocht; litriú agus staidéar ar fhocail; stór focal

Learning outcomes/content objectives: content

Owing to the dual-focus of CLIL, content objectives/Learning Outcomes from the chosen subject/curriculum area will also be addressed during CLIL.

What is CLIL?

In Content and Language Integrated Learning (CLIL), the learning and teaching of content from a non-language subject/curriculum area occurs through a language that is not the medium of instruction in the school. For example, teaching geography through *Gaeilge*. CLIL offers **authentic integration opportunities** across the curriculum

and **increases children's exposure** to the **target language** by extending its use as a medium of communication and instruction in authentic contexts beyond discrete language lessons.

For the purpose of this Support Material, the presumed language of instruction for CLIL is *Gaeilge* in an English-medium school.

Balancing Language and Content in CLIL

CLIL should not simplify the content-learning from the chosen non-language subject/curriculum area. A **balance** between **content-learning** and **language-learning** is essential. To ensure this, it is recommended that teachers:

- Identify and explore the language required for CLIL **in advance** of CLIL lessons
- Provide opportunities to **use language in meaningful interactive contexts** during CLIL lessons
- Ensure children develop **new skills and knowledge in the non-language subject/curriculum area** in CLIL lessons
- **Assess** both **language-learning** and **content-learning**



Language Types in CLIL

Language learning in CLIL needs to be considered according to two language types:

- **Content obligatory language** or '*Teanga an Ábhair*' refers to the subject-specific terminology that is required to learn the content from the chosen subject/curriculum area.
- **Content compatible language** or '*Teanga Tacaíochta*' refers to more general language that children need to use when learning. It also includes phrases for responding to other children's work and for seeking support from the teacher. A list of these more general phrases is provided on page 5 of this Support Material.

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Consider displaying the *teanga tacaíochta* as the various phrases are introduced so that children can refer back to them as required in both formal and informal learning contexts.

Attention to **both language types** is essential for CLIL to be successful. In order to ensure a **balance between language and content** in CLIL, the words and phrases related to *teanga an ábhair* and the *teanga tacaíochta* should be **identified** by the teacher, **explored** with the children **and revisited frequently in advance of the CLIL lesson**. This is explored in greater detail in the next section, 'CLIL: Getting Started'.

CLIL: Getting Started

1. In preparation for using CLIL, ensure **substantial use of Gaeilge neamhfhoirmiúil** and *Gaeilge mar theanga bhainistíochta*. This will ensure a strong foundation from which to teach a non-language subject/curriculum area through *Gaeilge*. This will also heighten children's awareness of the use of *Gaeilge* outside of discrete Irish lessons.
2. Select a **subject/ curriculum area** for CLIL that supports **interactive learning** during which children will **engage in**

communication with each other and the teacher

3. When the topic for the CLIL lesson within this subject/ curriculum area has been selected, **identify** the relevant *teanga an ábhair* and *teanga tacaíochta* that children will need to engage in CLIL
4. **Explore** these words and phrases **in advance of the CLIL lesson(s)** and **revisit frequently in the days leading up to CLIL** to ensure that children are familiar with these words and phrases. This could be done as part of discrete *Gaeilge* lessons as well as more informally. Multiple inputs in a variety of formats may be required and opportunities to hear and use the words/phrases in a range of contexts should be incorporated into this preparatory phase.
5. Consider the **CLIL learning and teaching resources** carefully.
When creating new resources:
 - ✓ use **short sentences** with **accessible Gaeilge**
 - ✓ consider the **repetition of the same structures/vocabulary** if necessary
 - ✓ use **images and diagrams**

- ✓ include **visual supports** (examples are listed on page 6 of this Support Material) where appropriate

When modifying existing resources:

- ✓ **remove** surplus details
 - ✓ **simplify** the text, **reducing** if necessary
 - ✓ add **definitions/explanations**
 - ✓ add **images and diagrams**
 - ✓ use **visual supports** (examples are listed on page 6 of this Support Material)
6. Ensure that the proposed **CLIL activity/task** provides opportunities to use new (and existing) words and phrases **in context** and **with peers**. The activity/task may foreground oral language, reading or writing, or some may take a more integrated approach.



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CLIL Vignette

The following is an example of a teacher preparing for CLIL with a junior class. Having ensured substantial use of Gaeilge mar theanga bhainistíochta over the course of a number of weeks, this teacher is getting ready to use CLIL with their class. They have chosen to look at Plants and Animals within Living Things in Science and the children will learn about the **life cycle of a frog**. Children will then engage in **pair work** where they will **depict and describe** the various stages in the process.

The following **language is identified in advance** of the CLIL Science lesson and, the teacher ensures to introduce the vocabulary in sentences and in a variety of forms (*tuisseal ainmneach, tuiseal tabharthach, tuiseal ginideach srl.*):

Content obligatory language or 'Teanga an Ábhair'	<p>Ubh, torbán, babaí frog, frog fásta, glóthach, lochán, san Earrach, eireaball, cos, cosa, snámh, léim:</p> <p>San Earrach, fásann an frog</p> <p>Seo í an ubh. Tá sí sa lochán</p> <p>Seo é an torbán/ babaí frog/ frog fásta. Tá sé sa lochán</p> <p>Tá cosa/ eireaball ag an _____</p> <p>Is féidir leis an bhfrog léim anois</p> <p>Srl.</p>
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Content compatible language or 'Teanga Tacaíochta'

Phrases for the pair-work activity:

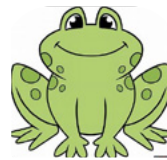
Gearr amach, greamaigh, dathaigh, ar dtús, ansin, ar deireadh, anois, siosúr, gliú, criáin, inis dom faoin ____.

Ar dtús, gearr amach na pictiúir

Ansin, greamaigh an ____

Srl.

This language is **introduced using visuals, gestures and other techniques**. The teacher **revisits it** throughout the week in a **variety of contexts**. For example, in PE, the children engage in a warm-activity that uses the words 'ubh', 'torbán' and 'glóthach'. This ensures that the children have the opportunity to hear and use the words and phrases before using this language to learn content in the CLIL science lesson. Some of the **accessible** words are displayed on flashcards but the focus is primarily on oral input and use.



an frog

Tá an frog ag fás

Tá an frog ag snámh

Tá cosa ag an bhfrog

Ensure to use and display the target vocabulary in a variety of forms (i.e in context in a sentence, *tuisseal ainmneach, tabharthach, ginideach srl.*)

In preparing the teaching resource for the CLIL lesson, the teacher **modifies an existing resource** – an English-language whiteboard presentation. They **remove surplus details** and **use accessible Gaeilge** in the edited version. However, the teacher ensures that the content learning in science does not suffer as a consequence of learning through *Gaeilge*.

The teacher will use **accessible Gaeilge and actions/ gestures** and **repetition** when explaining each stage of the life cycle to the children, drawing in all the words/ phrases the children will have already explored (e.g. ubh, seo é an ____ etc.).

When considering the CLIL task/activity, the teacher is mindful that the task should be interactive and collaborative in nature in order to ensure the use of the *teanga an ábhair* and the *teanga tacaíochta*. The teacher selects a task where children will **depict** and **describe** each stage of the life cycle of the frog. The teacher will give careful consideration to how they explain the task, and will use **clear instructions with repetition, visuals and gestures**.

Throughout the lesson, the teacher will use a range of assessment techniques to monitor progress and give feedback in terms of both language and content-learning. Gaps in language and content-learning will be documented, some of which will be addressed in the conclusion, and others which will inform future

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preparation. All attempts by the children to use *Gaeilge* will be praised and encouraged.

As a follow-up to the CLIL lesson, the teacher plans to elicit children's reflections on learning using CLIL and will incorporate these into subsequent preparation. Finally, the teacher will provide on-going opportunities for the children to re-use the new phrases in other contexts throughout the week.

The CLIL Lesson

Focus of Learning

Drawing on **knowledge of the children, pedagogy and the curriculum**, identify the focus of learning for *Gaeilge* and for the new content from the non-language subject, drawing on the Primary Language Curriculum and the relevant non-language curriculum specification. Document this in the **recorded preparation**. Ensure that the intended learning experiences facilitate the development of language and content together.

As CLIL is conducted as *Gaeilge*, ensure that input is comprehensible. Use **accessible, clear Gaeilge**. Use **repetition** and **rephrasing** where necessary. Give **multiple examples** if required. Draw on **scaffolds** to support children's comprehension of the content.

Learning Experiences

Introduction

1. **Revisit the new words/phrases introduced already.** For junior classes, consider games like Odd one Out or using feely bags, as well as action rhymes and listen and respond activities. For senior classes, games like *Leadóghfocal* or *Críochnaigh an Abairt* can be used. See [Sceitimíní](#) for a full description of some of these activities.
2. **Activate children's prior knowledge on the topic of the CLIL lesson(s)** by linking the new learning to content already learned. Concept mapping or KWL charts (cairt ABC) may be useful resources for this.

Development

1. **Introduce the new learning using accessible Gaeilge and suitably-pitched resources.** Tips for creating/modifying resources for CLIL are on page 2 of this Support Material. Build **repetition** and **multisensory learning** into this phase to ensure that children **understand the content**.
2. Progress onto the task/activity which enables children to **use the new words/phrases** as well **their existing knowledge of Gaeilge** as they engage in content-related learning. Describe the task/activity in **accessible, short**

sentences and use **gestures, repetition and visuals where required**. The most effective tasks/activities will:

- ✓ use **suitably-pitched, accessible resources** (see page 2 for some ideas)
- ✓ require that children work in **pairs/groups**
- ✓ have a **very clear structure** with clear instructions to complete the task
- ✓ have clear **timeframes** that have been agreed at the beginning of the task
- ✓ have clear **roles** for each child if applicable (consider using role cards)

Throughout the CLIL lesson, **encourage** all children's attempts to communicate and make meaning *as Gaeilge*. **Rephrase** children's English sentences in *Gaeilge*. Advice on corrective feedback and how to approach this is [here](#). Over time and with experience of CLIL, children should begin to mix English and *Gaeilge* in sentences. This is all part of the learning process. It is useful for the teacher to document the most common English words and phrases the children use so these can be scaffolded *as Gaeilge* in future lessons.

3. As children engage in the activity/ task, **monitor progress and give regular feedback**. Tailor this to the children's language needs.

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This may involve drawing attention to sentence/grammar structures, drawing similarities between target language and new learning etc.

Assess learning pertaining to *Gaeilge* and the **subject/curriculum area** in order to scaffold next steps to learning. In terms of language, identify errors and language needs. In the subject/curriculum area, assess understanding and consider pacing, expectations and whether or not these are pitched correctly for where the children are at in terms of their interests, needs and abilities. For teachers own reflections, it may be useful to reflect on their own experience of using CLIL and of teaching another curriculum area/subject through the medium of Irish.

Conclusion

1. **Revise new vocabulary** and provide the opportunity for children to **transfer the language** they encountered in CLIL to **other contexts**.
2. Encourage children to **discuss the other phrases/words that children used** during the lesson, in addition to those identified in advance. Provide opportunity for children to **record these where suitable** and consider **revisiting these in the future**.

3. Provide opportunity to **reflect on new knowledge, skills, and dispositions** acquired in the **subject/curriculum area** through e.g. self-assessment, filling out the C on the *Cairt ABC* etc.

When reflecting on the CLIL lesson, teachers should ensure that the learning experiences build content and language learning from lesson to lesson to support understanding, language acquisition etc. Consider asking children to give feedback on their experience of learning through CLIL too and use this to inform subsequent preparation.

Potential Resources

Below is a selection of resources for Irish-medium schools which may provide teachers with ideas and material for CLIL in English-medium schools. These should be modified as deemed necessary based on the teacher's knowledge of the curriculum, the children and pedagogy.

- Drama: *Sceitimíní* (p.27–41) accessible [here](#)
- Science: Discover Primary Science resource pack, available in *Gaeilge*, accessible [here](#)
- Geography: Féach Thart: Selection of short, accessible texts in *Gaeilge*, could also be used to identify vocabulary for different topics, accessible [here](#)

- History: Féach Thart: Selection of short, accessible texts in *Gaeilge*, could also be used to identify vocabulary for different topics, accessible [here](#)
- Spreag an Ghaeilge le Spraoi, accessible [here](#)

The use of amhráin, rannta and dánta to introduce and revise key vocabulary and concepts should be considered. *Leabhair mhóra* and *pictiúrleabhair* should also be consulted when preparing CLIL experiences. For audio-visual resources, [TG4 Foghlaim](#) offers short video clips of activities across many different subjects/ curriculum areas which could form the basis for CLIL learning experiences.

Useful Frásaí for Teanga Tacaíochta

The *teanga tacaíochta* should be informed by the various *Feidhmeanna Teanga* listed in Appendix 2 in the Primary Language Curriculum. When selecting suitable phrases to teach, ensure progression in complexity of phrases as children become more familiar with learning through *Gaeilge*. Ensure that children are also given opportunities to use language creatively to fulfil language functions too. The following examples of frásaí linked to

- *Eolas a thabhairt agus a lorg*

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- Caidreamh sóisialta a dhéanamh
- Dearcadh a léiriú agus a lorg

Easpa eolais a léiriú:

- Conas a deirtear ...?
- Cad is brí le...?
- Táim i bponc!
- An ndéarfaidh tú é sin arís, le do thoil?

Caidreamh sóisialta a dhéanamh/eolas a thabhairt agus a lorg: Phrases for working in pairs/groups:

- Cad atá le déanamh againn?
- Tosaimid leis seo ar dtús.
- Cad a cheapann tú faoi seo?
- Is pointe suimiúil é sin.
- Coinnigh ort!
- Maith thú!
- Aontaím leat!
- Bain triail as seo.

Visual Supports for CLIL Resources:

1. A timeline can be used to show events in a story in chronological order.
2. A bar chart can be used to show quantity or frequency.
3. A table is useful for classifying information.
4. A story board can be used to plan different events in a story.
5. Speech bubbles can be used where there is dialogue or thought bubbles to capture ideas.
6. A cycle offers a visual representation of a sequence of events that happens in a series of steps, e.g., animal life cycle. This diagram could be enhanced using labelled images.
7. A quadrant shows the relationship between different variables.
8. T-charts can show two contrasting variables such as advantages and disadvantages, arguments for and against in a debate.
9. A star shape with Cé? Cén fáth? Cad? Cathain? Cén áit? Or Who? Why? What? When? Where? Questions can help children in recalling the events of a story or in composing their own story.

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