

LESSON PLAN FORMAT FOR A CLIL LESSON:

UNIT / LESSON

The FIVE SENSES

TIMING

7 lessons

LEVEL

2nd cycle, 3rd grade of Primary Education

KEY COMPETENCES:

- Competences in science and technology.
- Mathematical literacy.
- Interpersonal and civic competences.
- Cultural and artistic competences.
- Learning to learn.

GENERAL OBJECTIVES (AIMS):

- Relate the sense organs with the function of sensitivity.
- Know the senses, their organs and functions.
- Learn how the sense organs work.
- Appreciate that the senses are able to obtain information from the exterior.
- Understand that our sense organs need looking after.

CONTENT OBJECTIVES:

Pupils will be able to:

- Classify objects by shape, size and color.

Clil A Lesson Plan

**Management Association, Information
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Learning to Plan Modern Languages Lessons Cheryl Mackay, 2019-05-03 Learning to Plan Modern Languages Lessons contains a wealth of guidance and ideas for those learning to teach in secondary schools Drawing on extensive experience and research in the field it offers detailed explanation of basic lesson planning methods and the principles that underpin them illustrated by worked examples of well planned lessons The book shows how to progress from planning smaller activities to full lessons to sequences of lessons and how to ensure progression for your students Specific aspects of language learning such as grammar and culture are explored together with ideas for how to make your planning skills more effective in long term collaborative and reflective practice Starting from a presentation practice production PPP model of language teaching the book aims to provide structured practical starting points in lesson planning for beginning teachers of modern languages ML deepen knowledge and understanding of ML as a subject and how it is learnt pedagogical subject knowledge in order to inform and support planning decisions develop understanding of lesson planning as part of a planning cycle enhance understanding of strategies and professional development opportunities to promote the further development of planning abilities Including reflective discussion tasks and example lesson plans Learning to Plan Modern Languages Lessons is a must read book for beginning and more experienced teachers of any modern language

A Journey through the Content and Language Integrated Learning Landscape Carmel Mary Coonan, Luciana Favaro, Marcella Menegale, 2017-11-06 Interest in Content and Language Integrated Learning CLIL in Europe and beyond has increased exponentially since it first appeared on the scene in Europe in the early 1990s CLIL has grown to become a much discussed topic of language education today with the number of publications pertaining to the field continuing to increase Researchers teachers teacher trainers course planners and others involved in CLIL are constantly searching for new studies to help them understand how CLIL is evolving and how best it can be implemented As the concept is now informing the pedagogical principles of different educational realities research and reflection are now required to further understand its potential and implications its inherent difficulties and possible applications This volume was conceived with this idea in mind The book primarily covers three macro areas learning teaching and training It provides insight into the latest areas of research and reflection that are characterizing the CLIL field in the current decade The wide range of topics covered reveal for example a shift in interest towards CLIL at the tertiary level focusing on lecturer and student perceptions and problems

Handbook of Research on Training Teachers for Bilingual Education in Primary Schools Estrada Chichón, José Luis, Zayas Martínez, Francisco, 2023-02-06 Modern societies tend to demand innovative learning modalities in which foreign languages are used to teach content subjects from very early educational stages Education authorities in different geographical areas of the world are currently working to determine how bilingual teaching should be developed depending along with many other factors on the initial training of bilingual education teachers On this basis it is necessary to review how tertiary education

institutions deal with the theoretical foundations and practical approaches necessary for this learning modality to train bilingual education teachers for primary schools The Handbook of Research on Training Teachers for Bilingual Education in Primary Schools includes international experiences of teacher training for bilingual education in primary schools in which educators should be able to recognize themselves and identify concrete working formulas to apply in their daily work Covering key topics such as teacher training language learning and primary education this reference work is ideal for administrators teacher trainers policymakers researchers scholars practitioners academicians instructors and students

Content and Language Integrated Learning. An Exemplary Lesson Plan, 2024-04-18 Seminar paper from the year 2018 in the subject Didactics English grade 2 0 University of G ttingen language English abstract This paper is dedicated to the concept of CLIL Content and Language Integrated Learning In order to get a good impression of what this means the first chapter will introduce the concepts and theory of CLIL and explain why it should be used In the following chapters I will present a lesson I have developed about the structure of North American cities In this lesson the learners will draw their own map of Rochester NY guided by a step by step instruction and finally I will reflect the lesson and evaluate it It becomes indisputably more important to be able to speak more than one language as the world is constantly growing together This raises the question what ways there are to obtain the skill to speak another language apart from the native language The appendix includes the complete material for the lesson including worksheets and everything else that was used as well as the lesson plan Odisea nº 19 Carmen María Bretones Callejas, 2019-11-25 Anuario dirigido y gestionado por miembros del rea de Filología Inglesa del Departamento de Filología de la Universidad de Almería con el propósito de ofrecer un foro de intercambio de producción científica en campos del conocimiento tan diversos como la lengua inglesa literatura en lengua inglesa didáctica del inglés traducción de inglés para fines específicos y otros igualmente vinculados a los estudios ingleses Comenzó a publicarse en el año 2001 Content and Language Integrated Learning in Spanish and Japanese Contexts Keiko Tsuchiya, María Dolores Pérez Murillo, 2019-11-23 This edited book compiles pedagogical practices and studies of Content and Language Integrated Learning CLIL from two sites Spain where CLIL has been widely implemented for more than a decade and Japan where the CLIL approach is still in its relative infancy and quickly gaining momentum Focusing on three aspects of the CLIL implementations policy practice and pedagogy the authors describe how CLIL has evolved in distinctive socio-political historical and cultural contexts The chapters range across primary secondary and tertiary education and examine English language teaching and learning at both the macro level through language education policy and the micro level with a focus on classroom interaction and pedagogy This book fills a gap in the English as a Medium of Instruction EMI literature and will be of particular interest to language teachers teacher trainers and students and scholars of applied linguistics more broadly Inclusive Education, Social Justice, and Multilingualism Sviatlana Karpava, 2025-03-26 This edited volume delves into the intricate relationships between multilingualism inclusive education and social justice It

presents a rich array of interdisciplinary studies that blend both theoretical and practical perspectives. The authors employ a mixed methods approach to gather and analyze data from a diverse range of populations including students, teachers, parents, and language policy experts across various educational levels. The book examines the dynamics of bilingual and multilingual classrooms as well as Content and Language Integrated Learning (CLIL) environments, emphasizing the importance of linguistic and cultural diversity as valuable educational resources. It draws upon a variety of theoretical and practical approaches from applied linguistics, sociolinguistics, language policy, and education, all centered on the benefits of multilingualism, inclusive education, and social justice. The work explores the complexities of multilingualism and multiculturalism and their connections to inclusive education and social justice across different geographic regions and educational settings. It adopts a dual approach, examining both theoretical frameworks and practical realities by incorporating the voices and perspectives of multiple stakeholders. This diverse range of viewpoints sheds light on the roles of family and school involvement in promoting multilingual education, inclusive practices, and social justice.

The Routledge Handbook of Content and Language Integrated Learning Dario Luis Banegas, Sandra Zappa-Hollman, 2023-07-03

Content and language integrated learning (CLIL) is an increasingly popular educational approach given its dual focus on enabling learners to acquire subject matter through an additional language while learning this second language in tandem with content. This Handbook provides a comprehensive overview of recent CLIL developments, illustrating how CLIL has been uniquely conceptualised and practised across educational and geographical contexts. Divided into six sections covering language and language teaching, core topics and issues, contexts and learners, CLIL in practice, CLIL around the world, and a final section looking forward to future research directions, every chapter provides a balanced discussion of the benefits, challenges, and implications of this approach. Representing the same diversity and intercultural understanding that CLIL features, the chapters are authored by established as well as early career academics based around the world. The Routledge Handbook of Content and Language Integrated Learning is the essential guide to CLIL for advanced students and researchers of applied linguistics, education, and TESOL.

ECEL2015-14th European Conference on e-Learning, Amanda Jefferies and Marija Cubric, 2015-10-13

These Proceedings represent the work of contributors to the 14th European Conference on e-Learning (ECEL 2015) hosted this year by the University of Hertfordshire, Hatfield, UK, on 29-30 October 2015. The Conference and Programme Co-Chairs are Professor Amanda Jefferies and Dr Marija Cubric, both from the University of Hertfordshire. The conference will be opened with a keynote address by Professor Patrick McAndrew, Director, Institute of Educational Technology, Open University, UK, with a talk on 'Innovating for learning: designing for the future of education'. On the second day, the keynote will be delivered by Professor John Traxler, University of Wolverhampton, UK, on the subject of 'Mobile Learning: No Longer Just e-Learning with Mobiles'. ECEL provides a valuable platform for individuals to present their research findings, display their work in progress, and discuss conceptual advances in many different branches of e-Learning. At the same time, it

provides an important opportunity for members of the EL community to come together with peers share knowledge and exchange ideas With an initial submission of 169 abstracts after the double blind peer review process there are 86 academic papers 16 Phd Papers 5 Work in Progress papers and 1 non academic papers in these Conference Proceedings These papers reflect the truly global nature of research in the area with contributions from Algeria Australia Austria Belgium Botswana Canada Chile Cov entry Czech Republic Denmark Egypt England Estonia France Germany Ireland Japan Kazakhstan New Zealand Nigeria Norway Oman Portugal Republic of Kazakhstan Romania Saudi Arabia Scotland Singapore South Africa Sweden the Czech Republic Turkey Uganda UK United Arab Emirates UK and USA Zimbabwe A selection of papers those agreed by a panel of reviewers and the editor will be published in a special conference edition of the EJEL Electronic Journal of e Learning www.ejel.org

Research Anthology on Music Education in the Digital Era Management Association, Information Resources,2022-02-11 Music is a vital piece of life that not only allows individuals a chance to express themselves but also an opportunity for people and communities to come together Music has evolved in recent years as society turns toward a digital era where content can be shared across the world at a rapid pace Music education and how it is spread has a number of possibilities and opportunities in this new era as it has never been easier for people to access music and learn Further study on the best practices of utilizing the digital age for music education is required to ensure its success The Research Anthology on Music Education in the Digital Era discusses best practices and challenges in music education and considers how music has evolved throughout the years as society increasingly turns its attention to online learning This comprehensive reference source also explores the implementation of music for learning in traditional classrooms Covering a range of topics such as music integration personalized education music teacher training and music composition this reference work is ideal for scholars researchers practitioners academicians administrators instructors and students

Teaching and Learning English through Bilingual Education Juan de Dios Martínez Agudo,2012-01-24 These days numerous studies document and advocate the potential effectiveness of the CLIL approach which is viewed as a real revolution in second language pedagogy European bilingual education models are currently exemplified by CLIL Content and Language Integrated Learning a new generic and or umbrella term for bilingual education which has been rapidly spreading throughout Europe since the mid nineties Over the last decade there has been an explosion of interest in CLIL pedagogy in Europe and beyond However CLIL pedagogy also involves complex challenges concerning its implementation and the professional development of teachers This publication provides readers with a collection of original papers covering essential aspects of CLIL pedagogy This collection of papers serves as a good indication that valuable research is being conducted throughout Europe and that CLIL research is establishing itself as an important area of applied linguistics This book is mainly addressed to those in service teachers who teach in bilingual classrooms anywhere in the world under any circumstances and who wish to know more about CLIL pedagogy It can also be used as a helpful handbook for EFL student

teachers The book is also for teacher trainers running both pre service and in service courses *Proceedings of IAC 2024 in Prague* Group of Authors,2024-03-21 International Academic Conferences Teaching Learning and E learning IAC TLEI Management Economics and Marketing IAC MEM *The Role of Individual Differences in Content and Language Integrated Learning Success* Agnieszka Borowiak,2025-01-09 This book explores the relationship between learner variables and English attainment in a CLIL Content and Language Integrated Learning setting Divided into five chapters the first three provide a theoretical review of relevant literature while the latter two focus on empirical research The conclusions section highlights key findings study limitations future research directions and recommendations for CLIL education The book addresses unresolved issues in CLIL and aims to dispel myths surrounding the approach It is intended for researchers educators and CLIL teachers at various levels encouraging them to integrate CLIL into their classrooms despite initial challenges The author hopes the study will inspire further discussion and research in the field Language Education Policies in Multilingual Settings Laura Gurney,Lakshman Wedikkarage,2024-05-28 The volume provides grounded and contemporary insight into multilingual education from diverse perspectives stemming from the authors epistemic cultural and geographic positioning around the world in different educational milieu and will give both academic and practitioner audiences an up to date picture of multilingual education in the early 2020s Multilingual education policies are continually implemented re evaluated and debated around the world from primary to tertiary education Fundamentally however educational policies manifest in classroom practice the language envisaged in policy becomes the languaging of practice as teachers learners and stakeholders negotiate educational curricula together Internal and external forces from resourcing to the Internet to broader events such as pandemics and changes in government shape the landscapes in which policies are enacted The volume is extending the themes of the Multilingual Education Yearbook series in line with current developments in theory research and practice As such this book provides a wealth of information to practitioners teachers and teacher educators researchers in applied linguistics and language education postgraduate students in the field of applied linguistics and policymakers

100+ Fun Ideas for Teaching French across the Curriculum Nicolette Hannam,2011-11-09 Bring French to life and make it meaningful by linking it to other subjects using a Content Language Integrated Learning CLIL approach The practical easy to use ideas in this book will make it easy to integrate language learning across the curriculum By incorporating French into maths science history geography ICT etc your language learning will complement and enhance learning in other subjects rather than compete with them for crucial teaching and learning time Telling you that six fois sept gal 42 is much more exciting for your class than just practising time tables With the help of this book soon your pupils will be able to tell you Oui c'est exact if their science predictions were correct or enjoy being able to envoyer un document send a document in ICT

Teacher Training for English-Medium Instruction in Higher Education Sánchez-Pérez, Maria del Mar,2020-02-07 English medium instruction EMI has become a pervasive teaching model in recent higher education The implementation of

EMI programs requires changes in university teaching methods since most lecturers need to adapt their contents and the way they teach them to successfully work in foreign language environments The rapid proliferation of such programs has resulted in concern among teaching staff who have felt pushed towards teaching their subject content through a non native language with little or no previous training As a result many recent studies have highlighted the importance and urgency to train teaching staff in terms of language proficiency and the appropriate teaching methods techniques and strategies to be applied in EMI lessons Teacher Training for English Medium Instruction in Higher Education is an academic research publication that provides comprehensive research on effective approaches and experiences in teacher training for EMI at universities both in terms of language skills and teaching methodologies and that analyzes the design and development of comprehensive teacher training programs that successfully engage these EMI programs It has profound implications for the development of the international profile of higher education institutions as it provides information on how to train highly qualified lecturers to successfully teach students from different nationalities Featuring a wide range of topics such as assessment curriculum design and learning styles this book is ideal for pre and in service teachers language specialists content specialists administrators deans higher education faculty researchers practitioners curriculum designers policymakers academicians and students

Putting the CEFR into Practice Through Action Research Gregory C. Birch, Noriko Nagai, Maria Gabriela Schmidt, Jack V. Bower, 2024-11-18 This book provides an overview of an action research model which utilizes the Common European Framework of Reference for Languages CEFR and stresses the importance of systematically researching classroom practice It introduces the complementary nature of the CEFR and action research the CEFR and the CEFR focused Action Research Model CARM The book includes seven case studies guided by the model and concludes with an overall assessment of the efficacy of the CARM as a way to facilitate action research into CEFR informed practice Undertaken in a Japanese educational context the focus of the book is squarely on classroom based CEFR focused action research concerning issues that all educators face such as course design materials development selection classroom implementation learner autonomy and assessment

Vocabulary Learning in the Wild Barry Lee Reynolds, 2023-05-11 This book provides a timely and valuable resource to explore second language vocabulary learning outside the formal language learning classroom Rapidly evolving technology and the increasing impact of the global village have resulted in dramatic changes to and increased occasions for second language vocabulary learning This book offers new and valuable insights into the radically different opportunities both the physical and digital wild provide for language learners to increase their vocabulary knowledge Practical advice is also given on how second language teachers can integrate vocabulary learning in the wild into their formal classroom instruction This collection of cutting edge studies by international experts working within the fields of second language teaching and learning second language acquisition applied linguistics informal language learning and technology enhanced learning offers an essential resource for language teachers and researchers The

internet is a powerful source of incidental language learning but this is only part of language learning in the wild This excellent book shows the range of opportunities available for learning another language outside the classroom in this much neglected research area Paul Nation Emeritus Professor Victoria University of Wellington

Teacher Development for Immersion and Content-Based Instruction Laurent Cammarata, T.J. Ó Ceallaigh, 2020-09-15 Teacher preparation and professional development endeavors are key drivers of successful immersion bilingual I B and content based language education CBLE programs across a variety of models However research in this critical area is scant and has not to date received the academic attention it deserves Aimed at a broad audience this timely volume is essential reading for anyone interested in knowing what research has to say about teacher development in the I B and CBLE field Its primary aim is to inform teacher education practice and stimulate additional research in the field by showcasing ground breaking research on teacher preparation and professional development programs from around the globe as well as teacher educators experience in these varied educational contexts The contributions illustrate several points of access into classroom research and pedagogy and add insight into the complexity of teacher preparation and professional development in this dynamic and constantly evolving sector The depth of scholarship and breadth of experience represented by the contributors promises a productive and rewarding read Originally published as special issue of Journal of Immersion and Content Based Language Education 6 2 2018

Handbook of Early Language Education Mila Schwartz, 2022-03-30 This is the first international and interdisciplinary handbook to offer a comprehensive and an in depth overview of findings from contemporary research theory and practice in early childhood language education in various parts of the world and with different populations The contributions by leading scholars and practitioners are structured to give a survey of the topic highlight its importance and provide a critical stance The book covers preschool ages and looks at children belonging to diverse ethno linguistic groups and experiencing different histories and pathways of their socio linguistic and socio cultural development and early education The languages under the scope of this handbook are identified by the contributors as immigrant languages indigenous endangered heritage regional minority majority and marginalized as well as foreign and second languages all of which are discussed in relation to early language education as the key concept of the handbook In this volume early language education will refer to any kind of setting both formal and informal e g nursery kindergarten early childhood education centers complementary early schooling etc in which language learning within a context of children s sociolinguistic diversity takes place before elementary school

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