



Lesson observation worksheet

B2/upper-intermediate Adult CLIL lesson

Ricardo's lesson at International House, Mexico uses CLIL methodology. Watch the lesson and then work alone or in groups through this worksheet.

Notes: You use this worksheet separately or in conjunction with the general observation sheet. You can see Ricardo's lesson plan in the Teacher Resources / Lesson Plans section of the website.

Issues

Before you watch Ricardo's lesson:

- 1 What do you understand by CLIL (Content and Language Integrated Learning)?
- 2 Do you think it is a good idea to focus on content (rather than language) in a language learning lesson? What is the ideal content–language balance?
- 3 What extra planning demands does CLIL teaching impose on teachers (in comparison with a 'general English' lesson)?
- 4 What do you think is different about teaching CLIL (in comparison with a 'general English' lesson)?

Discuss

If you have someone to discuss these questions with, find out how they have answered the questions. If their answers are different from yours, talk about why this is, and see if you can agree.

(Chapter 1, Section 1.2.3 and Chapter 12, Section 12.6)

Video viewing tasks

Working together

1 Which of the following reasons for using pairwork and/or groupwork does Ricardo NOT give? Put a cross against them.

- 1 Pairwork and groupwork promote inter-student cooperation.
- 2 It gives the teacher time to relax.
- 3 Pairwork and groupwork help to create class rapport.
- 4 Pairwork and groupwork increase student talking time.
- 5 Pairwork helps students take responsibility for their own decisions.
- 6 Students are more motivated for later open-class feedback because pairwork and groupwork lower student anxiety.
- 7 Students get to move around.
- 8 Students get to talk to their peers.
- 9 Students have different learning styles.
- 10 Two heads are better than one.

2 How many different ways does Ricardo use for putting his students in pairs?

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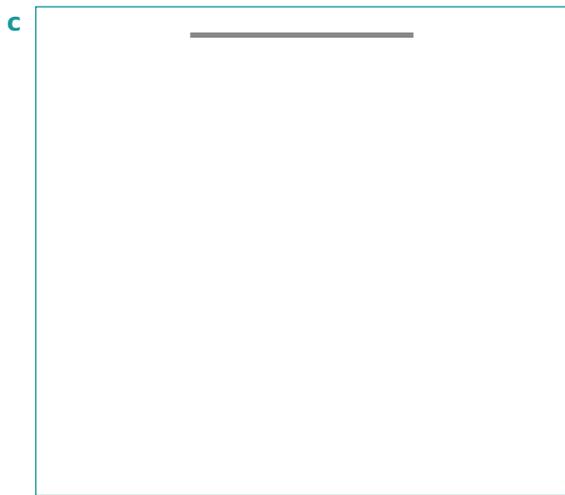
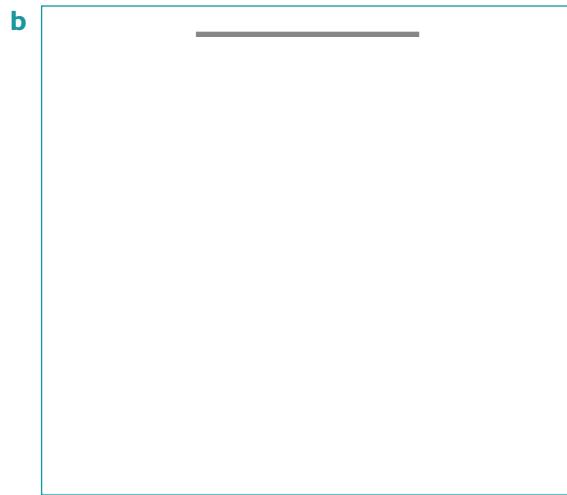
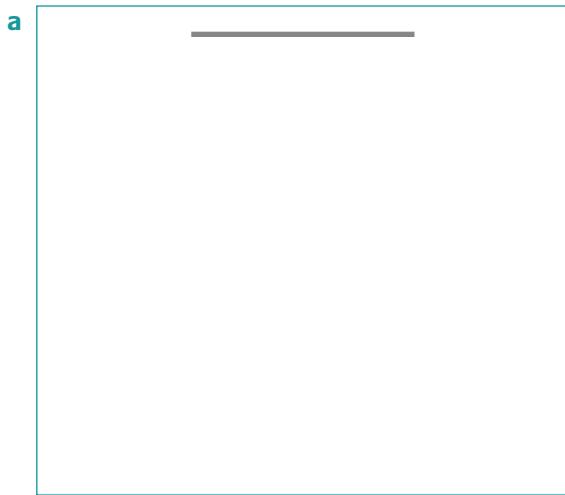
3 How many different ways do you use to put your students in pairs?

.....

4 Here are three diagrams of Ricardo's classroom.

Use the following symbols to show the where everyone is for **a)** the beginning of the lesson, **b)** the groupwork activity using mobile devices, **c)** the last pairwork activity. Note: you can put the teacher in a variety of positions!

———— = board □ = tables ○ = students ⊗ = teacher



Same or different?

5 Do you use the same student seating arrangements in your lessons?

.....

.....

Mobile devices

6 Read the short text and answer the questions which follow.

During his lesson Ricardo puts the students into two groups and gives each group a mobile digital device (a tablet and a MacBook Air).

a What does Ricardo ask the students to do with the devices?

.....

.....

b In what way does Ricardo pre-prepare the material that the students are going to look at?

.....

.....

7 Complete an advantages and disadvantages chart about using mobile devices in the classroom.

	Advantages	Disadvantages
Using mobile devices	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Explicit and implicit knowledge

8 Answer these questions.

- a What type of 'new' language (if any) does Ricardo offer his students?
.....
- b How explicitly does Ricardo teach language items (if any) to the students?
.....
- c What does Ricardo say about the language he teaches in his lesson?
.....
- d What is your opinion of his approach to the teaching of specific language in the lesson you have watched?
.....

(See Chapter 3, Section 3.1.2)

Lesson outcomes

9 How successful does Ricardo think his lesson has been? What does he base his opinion on?

.....
.....

Do you agree with him?

.....
.....

PLAN INTO ACTION: Design a content-based lesson

Complete the following tasks:

1 Choose a topic in one of the following areas:

.....
.....
.....

2 Decide on the topic/content you want your students to be able to discuss, explain or understand.

3 Select a level and age group to teach (preferably one of your own student groups).

4 Design a content-driven 30–45 minute learning sequence. Decide:

- a** what the students will be able to do by the end of the sequence;
- b** what language you will ask them to focus on;
- c** what activities or texts and/or classroom technology you will use;
- d** how you will know if the lesson has been a success.

5 Write a plan for your sequence.

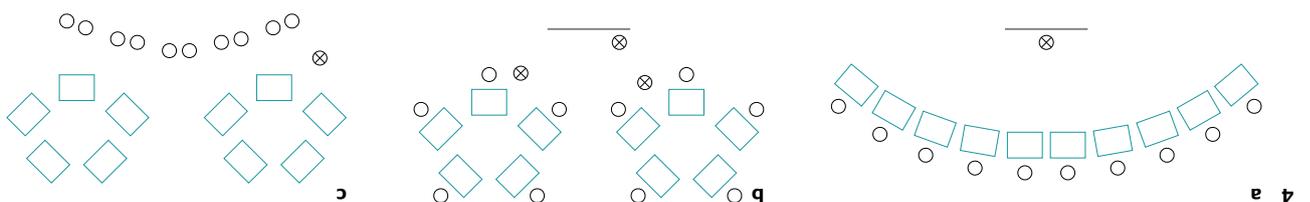
6 Teach the sequence.

Research

Find out more about Content and Language Integrated Learning. You can follow up references in *The Practice of English Language Teaching*, and go online to search for more information.

Thanks for using the placeholder diagrams. There is a change in spec here. See the new symbols to use below, please (I'm sure you can do a better job than me) and then amend the boxes a little. There are 3 boxes, not 4, and each should have the "board" symbol as shown below. There is no longer an example diagram.

6 a He asks them to try to check the information (which he has given them in the form of True/false questions): 'It's already in Google so don't go to anywhere else, please.'
6 b He loads the correct Wikipedia page onto the mobile devices which he gives to the two groups before he gives them the devices.
8 a Language in the text, and difficult words on the back of the page where the text is (in bold).
8 b He doesn't teach any language explicitly in this lesson ('I didn't focus on language per se').
c The students will be able to reproduce the language that they were exposed to in the text and in bold.
9 He thinks his lesson was successful – though it could have been better – because the students achieved the main aim he set for them which was to learn and understand more about the history of Mexico.



- 4 a** He numbers the students (1–5, 1–5), and they have to stand up and find and work with the other '1's, the other '2's', etc.
- 2** 'Talk together' (people sitting next to each other)
- 1** He doesn't give reasons 2, 3, 4 and 5.

