



CLIL METHODEN EINFACH IM WIRTSCHAFTSUNTERRICHT EINSETZEN - DIGITALE UND ANALOGE METHODEN

24-25 March 2022
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INTRODUCTIONS

In the break-out rooms:

- Introduce yourselves
 - Name
 - School
 - Subject
 - One positive thing (however small) that you have learned over the last two years

You will introduce **EACH OTHER** to the group, so listen carefully!

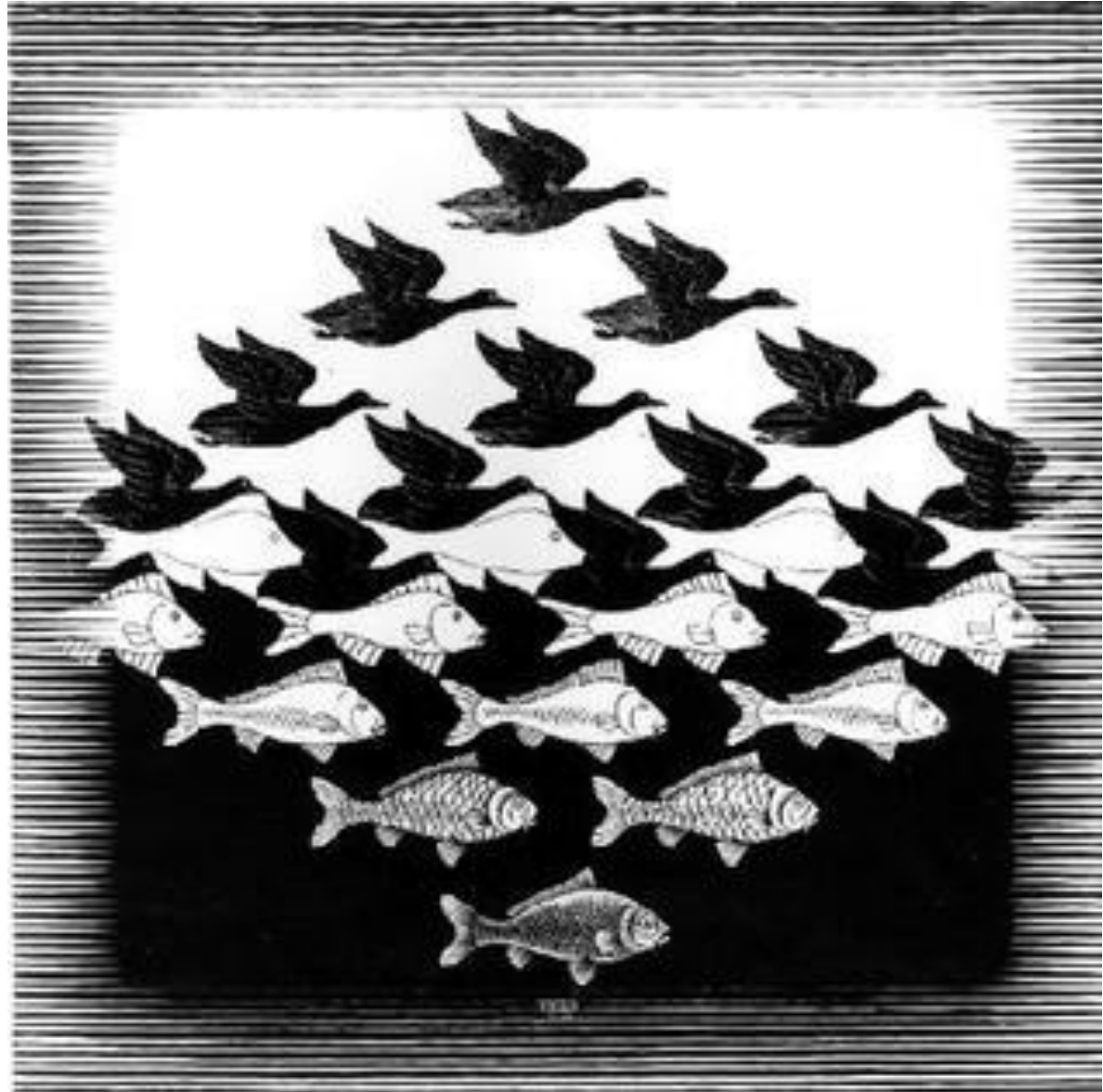
WHAT IS CLIL?

What can you see in the picture?

How do you think it might relate to Content and Language Integrated Learning?

Where do you see yourself in this picture?

Activity based on Dale & Tanner (2012)



MC Escher, *Sky and Water I*, Woodcut, 1938.

WHAT CHALLENGES & BENEFITS DOES CLIL BRING?

menti.com



9590 5859

CHALLENGES



BENEFITS I

More interested pupils

I do learn a lot

Better communication skills

Students see topics from different perspectives (international & domestic)

Flexibility in using languages

English becomes "normal" - no fear to use a foreign language

Students are encouraged to talk English

Subjects are not being seen so "separated" from each other by pupils, they connect

deceleration (speed down)

Students have lots of fun

improving english

helps pupils to understand or explain

Language-knowledge

Students are used to use english as a second language

Setting the path for young people becoming more open

After some lessons students lose their shyness

Go international

experience learning special topics in English, to organize literature in a foreign language, enables to study in a different way

BENEFITS II

prepared for future workplace settings

It doesn't matter if you make a mistake when talking English! You also make mistakes in your mother tongue, don't you?!

Students are not so shy because MY english is worse than theirs

Perfect preparation for future challenges

another point of view

Pupils learn to talk, even if it's not absolutely correct wording they use

Personal enrichment

being sensitiv for other cultures

More Team work

makes teaching more interesting (but also more challenging)

students lose fear of talking& presenting in English

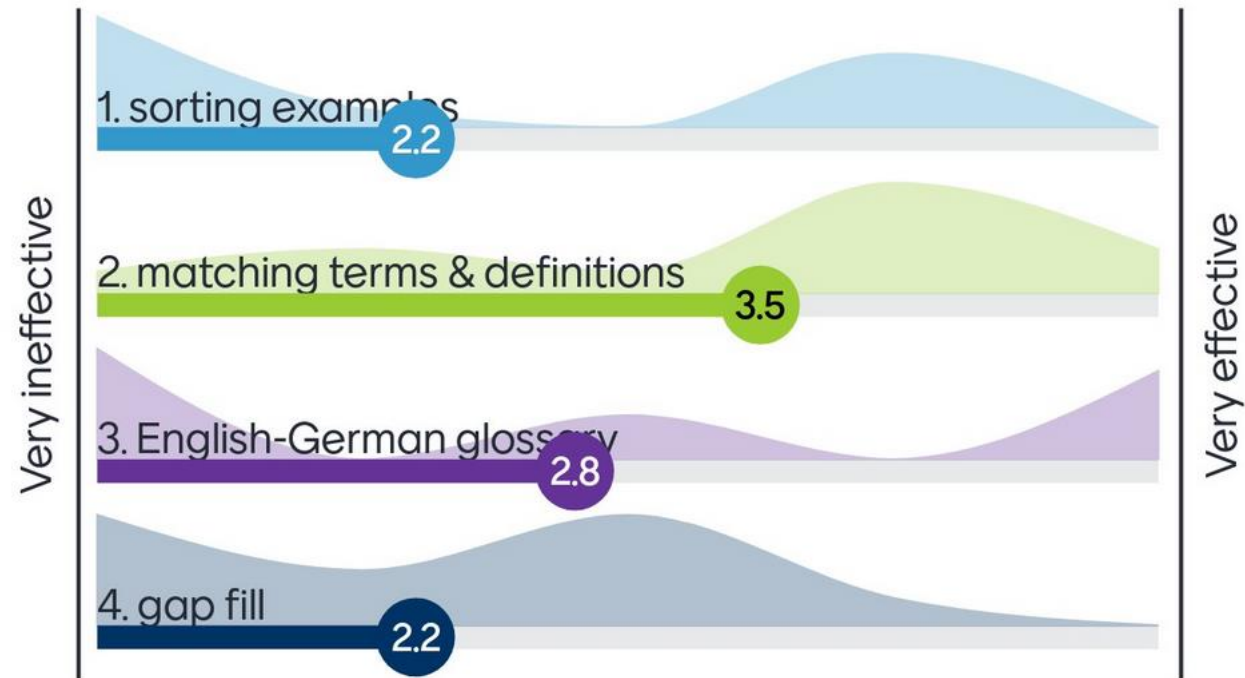
Pupils get more confident in English

Better career prospects for students

English hasnt to be perfect.

Improves english skills, needs to be done (curriculum), pupils need english for their further education

HOW EFFECTIVE ARE THE PRE-READING TASKS?



SOURCES OF FINANCE

Work through pp.8-10!

COLLOCATIONS

Collocations are 'semi-preconstructed phrases' which allow language users to express their ideas with maximum clarity and economy. Not only that, there is strong correlation between **frequency** in a corpus and **typicality**, which means that the use of common collocations contributes to the naturalness of a text.

Verbs frequently used with company

- start a company: **establish, form, found, incorporate, launch, register, set up, start, start up**
The company was founded in 1972.
- close a company: **dissolve, liquidate, wind up**
When all the assets have been sold, the company is dissolved.
- buy a company: **acquire, buy, take over**
It plans to use the money to acquire other companies.
- manage a company: **head, manage, run**
He runs his own company, organising events for the IT industry.
- make a company larger: **build, expand**
They have plans to expand the company next year.

[Macmillan Collocation Dictionary](#)

24-25/03/2022

☆ **company** *noun*

1 **business organization**

ADJ.

big, large, major, medium-sized, small | start-up

a major European company

| **associated, commercial, joint-stock, limited, private, public**

a public limited company

| **international, multi-national, national | trading**

an international trading company

| **bus, record, etc.**

a small insurance company

QUANT.

group

VERB + COMPANY

create, establish, form, found, set up, start (up) | manage, operate, run | acquire, buy, take over | dissolve | work for

She's been working for the same company for 15 years.

[ozdic.com](https://www.ozdic.com)

BASIC ACCOUNTING VOCABULARY

- 1. Identify 5 collocations** your students should know. Think about **tasks you could create** to prepare/practise/test these.
- 2. Complete the poster** with the English terminology (+ examples!) on p. 13.

buchen=
to record/enter X
(in the right-hand column)

DO YOU KNOW...

... how to pronounce these key words?

Economics	Gross profit
Economist	Executive
Psychologist	Strategy
Analysis	Strategic
Vehicle	Alternative

check at youglish.com
or in a dictionary!

... which of the following is the standard English phrase?

- a) *On the one side... on the other side...*
- b) *On the one hand... on the other hand...***
- c) *On the one hand side... on the other hand side...*

WHAT DIGITAL TOOLS DO YOU USE WITH YOUR STUDENTS?



LANGUAGE FOR ASKING STUDENTS TO DO THINGS

Could you (please)...

Please...

... sit down. / ... take a seat.

... raise your hands (if...).

... get into groups of four. / ... work in pairs.

... hand out the worksheets. / ... take a copy and pass it on/around.

... open your books at page 35. / ... turn to page 67.

... read through / work through Task 2 / the activities on page 24.

... do exercise 3. / ... fill in the gaps. /

A bit more polite (appropriate for a request rather than an instruction):

Can I ask you to...

Would you mind doing...

LANGUAGE FOR ASKING STUDENTS TO DO THINGS

Can you ...

... tell us (something) about X?

... tell us what you know about X?

... tell us what you think about X?

... give us your opinion on X?

... tell us (something) about your experiences with / of / relating to X?

What is your opinion on X?

What do you think about X?

VERBS FOR LEARNING

outline

explain

describe

define

discuss about

summarise

recap

verbs used mostly in written contexts (e.g. worksheets / tests)

name

state

evaluate

analyse

This document has some helpful phrases for different levels of learning:

<https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf>

LANGUAGE STRATEGIES FOR EMPHASIS I

Move new information to the END of the sentence, after the signal (forward referencing):

“The most important aspect is + INFO”

“The thing you should realise is + INFO”

“What I am going to tell you is that + INFO”

“One explanation for this is +INFO”

This alerts the listener to the information before it is delivered

LANGUAGE STRATEGIES FOR EMPHASIS II

Use rhetorical questions:

“Why is this so important?”

“How can this theory be applied?”

Delivery is key here: make sure you include a pause for effect!

LANGUAGE STRATEGIES FOR EMPHASIS III

Review ideas after they are stated (backward referencing)

“Let’s recap...”

“Let’s remind ourselves of the main points again...”

“So what have we learnt so far?”

This reinforces and highlights key information

LANGUAGE STRATEGIES FOR EMPHASIS IV

Repeat phrases: *(including answering rhetorical questions!)*

“Why is this so important? It is so important because...”

This should not be overdone, but can be used to emphasise and simplify messages at the same time

LANGUAGE STRATEGIES IV

Keep sentences simple:

Avoid over-use of gerunds (-ing forms)

Keep sentences short (natural pauses help!)

Phrase information in clear chunks - complete one idea before you start the next one.

Avoid noun phrases, unnecessary passive verb forms and too many different clauses:

- *Because of scarcity of resources, decisions must be made.*
- *Since resources are scarce, people need to make decisions.*
- *Resources are scarce, so people need to make decisions.*

This helps to keep the listener engaged and facilitates comprehension

REMEMBER:

Keep it simple!

- Break the topic down into its basic parts
- Use easy vocabulary to define terminology
- Structure content & give students feedback at each step

CLIL teaching is mostly just good teaching...

...but good teaching is even more important when we're teaching CLIL.

POSTERS // REFLECTION

Make a poster or concept map for your group reflecting on this seminar, including:

- Something I have I learned that I'm doing right
- Something I have learned that I definitely want to implement in my classes
- Something I have learned that I would like to implement in my classes (but in order to do that I would need/want...)
- Something I would like to learn more about / something I would like to do in a new seminar

POSTERS

> what we're doing right:

- * being aware that we're no English teachers
- * encourage students to use English

> what we want to implement:

- * Concept maps - nice tool
- * give students material and let them do part of the presentation
- * Shark tank

> we want to implement but...

- * Bingo card
- * more online tools (need time/expertise)

> we would like to learn more about:

- * online tools
- * sharing experiences/material

lessons / school concept

Concept Map
Market research "Sharkpooling"
BBC / Bitesize
Pre-text exercises

II
USE

I teaching, examining, working with CS, presentations, videos => E

III more time, less pressure

IV curriculum-related topic (business studies)

Students activities
eg. sales agreement
legal types of business

hard core business topics
based on Austrian Law

Methoden:

Listening to native

SDGs
BBC
Entrepreneurship

learning by doing

CLIL

Commi up Soon j!
basic seminar
specific subject seminars
special materials

sources
Methods
URL
DICTON.
Books
Videos

Focus on useful phrases!

language use
learning / new voc.
hearing engl.
talking

+ concept work

Multimedia Tools
↳ Online resources (Business English)

Classroom English

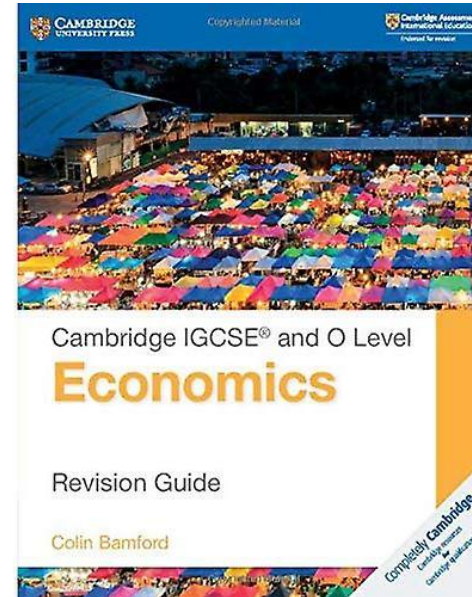
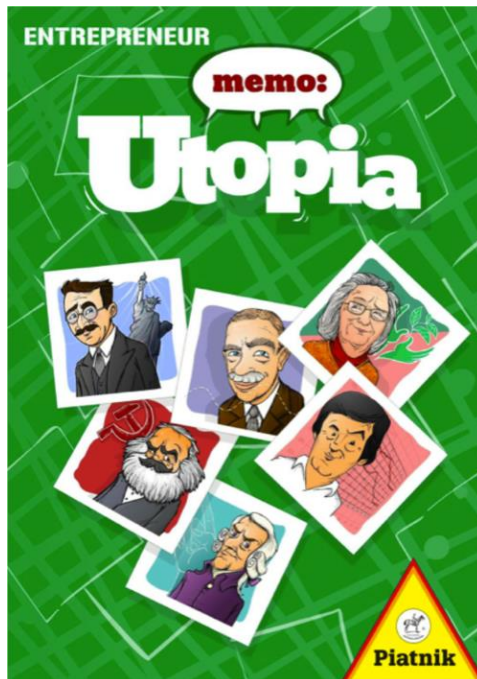
Figurative Language

Wishes: Accounting and CLIL

Case Studies
Wh. von Inhalten auf Englisch

Let the students work!

ADDITIONAL RESOURCES



<https://myfreebingocards.com/bingo-card-generator>

↑ This book comes with a recommendation from Ulrike, who says it's designed for native speakers but it's very clear and easy to understand! Look for books that include "GCSE" (15-16 year-olds) or "A-level" (17-18 year-olds). The revision guides (=Selbstlern- bzw. Wiederholungsbücher) are particularly good because they are designed to be easy for students to be able to understand them by themselves. If your students' English is good enough, you might even be able to use the "normal" class coursebooks (which also usually have extensive teachers' books with lesson plans and answer keys)!

UK EXAM RESOURCES

Search for “GCSE” / “A-level” + “Economics” / “Business” + whatever you need:

e.g. “GCSE economics glossary”

<https://www.aqa.org.uk/resources/economics/gcse/economics/teach/subject-specific-vocabulary>

DIGITAL LEARNING RESOURCES

Some additional tips from my colleague's WiPäd seminar at WU last Friday 😊

<https://info.flipgrid.com/>

A cross between padlet & tiktok
(NB check the data privacy policy
before you use it – we were told it
wasn't secure enough as it's a US-
based app 2 years ago, but this
may have changed now)

<https://edpuzzle.com/>

Easy video creation & editing app for educators

<https://miro.com/>

An attractive collaborative
whiteboard tool

Learning Snacks

Looks like WhatsApp, great for bitesize chunks of
information & including pictures, gifs & emojis
Comment/question function and quiz/gaming options
<https://www.learningsnacks.de/#/welcome?content=snacks&channel=Learning%20Snacks>
<https://www.learningsnacks.de/#/welcome?userid=2&channel=Learning%20Snacks>

PREP YOUR OWN & PEER FEEDBACK

1. Drawing on what you've learned in this seminar, create a CLLL activity that you can use in your own classes
2. Post it in the padlet:
<https://padlet.com/wernerholzheu/n2zrpkdzwonud1xx>
3. Comment on at least ONE activity/post from somebody else!



THANK YOU!

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