

Múineadh na Gaeilge (Scoil T2)

Content and Language Integrated Learning

Background

This Example is from a fourth class in a medium-sized, English-medium school. There are seventeen children in the class, some of whom speak a language other than English at home. All of the children are learning Irish as an additional language. This video showcases **Content and Language Integrated Learning (CLIL)**.

In CLIL, a **non-language subject/curriculum area is taught through a language that is not the language of instruction of the school**. For further information on CLIL, you can access the CLIL Support Material [here](#).

In this Example, the teacher is teaching Geography as *Gaeilge*. Content-learning in Geography focuses on *contaetha, cúigí* and *aibhneacha* and developing mapping skills and children's sense of place and space. Language learning in *Gaeilge* centres around using a range of *feidhmeanna teanga* (e.g. *eolas a thabhairt, duine a ghríosadh, caidreamh sóisialta a dhéanamh, dul i gcion ar dhaoine eile*) and subject-specific vocabulary related to *contaetha, cúigí* and *aibhneacha*.

Before embarking on CLIL, the teacher ensured **substantial use of *Gaeilge mar theanga bhainistíochta* and *Gaeilge neamhfhoirmiúil* over a prolonged period of time**. **Adequate exposure to *Gaeilge* and experiencing *Gaeilge in use outside of discrete *Gaeilge* lessons*** is an essential precursor for effective CLIL.

Note how the teacher uses ***Gaeilge amháin*** in the video. This is a **key principle of successful additional language learning and teaching**.

Preparing for Teaching and Learning

When preparing for teaching and learning, the teacher draws on his **knowledge of the children** (i.e. the next steps in their learning in *Gaeilge* and Geography), **knowledge of the curriculum** (selecting *Torthaí Foghlama* and content objectives, see below) and **knowledge of pedagogy** (in this case, CLIL). With CLIL, teachers must ensure that children develop **new skills, concepts and knowledge in the non-language subject/curriculum area** as well as **language-related skills and competencies** in

the additional language. **Interactive tasks** during which children **engage in communication with each other and the teacher** are recommended. The **language** which will be used in the lesson should **be identified and explored in advance of the CLIL lesson**. Knowledge of all of the above informs this teacher's preparation.

The teacher's **invisible preparation** includes moment-to-moment interactions with, and observations of the children's language-learning and knowledge and skills related to the learning in Geography. When thinking about **visible preparation** (i.e. the learning and teaching in action) the teacher considers the language that will be used in the lesson and aims to use repetition, accessible *Gaeilge*, short sentences, gestures and visual supports to support children's comprehension. The teacher also considers the tasks that will be set for the children and ensures that they are **interactive and collaborative** in nature. For recorded **preparation**, the teacher draws on *Torthaí Foghlama* from the **Primary Language Curriculum (2019)** as well as content objectives from the **Geography Curriculum (1999)**. The teacher also **documents the language** the children will need to engage the CLIL Geography lesson. This includes the **teanga an ábhair** (the academic language related to the topic) and the **teanga tacaíochta** (more general language that children need when learning through an additional language). The teacher **introduces this in language lessons in a variety of formats** (*rannta, múineadh díreach, ceisteanna srl.*) and **revisits it frequently** informally in advance of the CLIL lesson.



2019 Curaclam Teanga na Bunscoile

| Snáithe | Torthaí Foghlama | Fócas na foghlama nua |
|----------------|----------------------------------|--|
| Teanga ó Bhéal | TF 5: Stór Focal | Bainfidh na páistí úsáid as foclóir a bhaineann le haibhneacha agus sléibhte chomh maith le hainmneacha na gcontaetha chun tascanna a dhéanamh |
| Teanga ó Bhéal | TF 6: Léiriú tuisceana | Tabharfaidh agus leanfaidh na páistí treoracha faoi chosán an abhainn agus faoi shuíomh sléibhte |

1999 Geography Curriculum

| Strand | Content objectives |
|--------------------|--|
| Human Environments | Natural environmental features and people: Become aware of the natural features in the locality and in a contrasting part of Ireland |

Maps, globes and graphical skills:

Develop some familiarity with, and engage in practical use of, maps and photographs of different scales and purposes



Learning Experience 1: Revision of vocabulary

To begin the lesson, the teacher **revisits the previously-introduced** vocabulary, starting with the names of the *contaetha* and the *cúigí*. Taking each *cúige* in turn, children first **recite a rann** of

the counties in each of the *cúigí*. This is followed by **teacher questioning**. Note that the teacher uses the **same words and phrases each time** (e.g. *an fharraige, in aice na farráige, barr na tíre, bun na tíre, lár na tíre*) and presents them in a **variety of forms** (in sentences, *tuiséal ainmneach, tuiséal ginideach srl.*). The teacher then moves on to spatial vocabulary, which was also introduced in advance of the CLIL lesson. Children engage in a **variety of activities to practise the various phrases in isolation and in sentences** – *os cionn, in aice le, idir, faoi, timpeall*.

Learning Experience 2: Locating counties on the map

The children engage in a **communicative task**. The teacher explains the task using accessible *Gaeilge*, repetition and modelling. Children then **work in pairs** and **draw on and use the vocabulary explored in the first learning experience to complete the task**. The task requires that one child describes the location of a pre-selected county on the map and then the other child guesses which county it might be. *Tá an contae seo ag ____ na tíre, os cionn/ in aice/faoi ____*. Once the correct county has been identified, the child giving the instructions praises their partner (using e.g. *ceart, maith thú*) and indicates that they are to swap roles (e.g. *is leatsa an imirt anois*).

Learning Experience 3: The rivers of Ireland

In the next learning experience, children explore four of the major rivers in Ireland. To begin, the teacher makes a **link to children's immediate environment** – the river close to the school. Next, the teacher engages in **direct teaching** and explores the path of *an tSionainn* referring to a large map of Ireland and using the county names as *Gaeilge*. The teacher uses the phrases '*tosaíonn sí i _____, téann sé tríd _____ agus críochnaíonn sí i _____*' and supports children's comprehension using **gestures, repetition** and **visual supports**. For the other three rivers, the teacher **prompts the children** to give details of their paths using **the same structure and phrases** ('*tosaíonn sí i _____, téann sé tríd _____ agus críochnaíonn sí i _____*).

Having explored the four rivers, the class is set another **communicative task**. This time, children work in **groups of three**, and each child has a **clear**

role in the group. One child goes to the large map and notes the river's path. They then give these details to another child using the phrases 'tosaíonn sí i _____, téann sé tríd _____ agus críochnaíonn sí i _____ (and other phrases if they so wish) and this child marks the path with blue wool on a small map. The third child then fills out the information about the river's path on the *bileog eolais*. To ensure **playful learning**, the task is competitive in nature and children work as quickly as they can to mark and log the path of the four rivers.



Learning Experience 4: Transfer of vocabulary to other contexts

The final learning experience involves children **transferring the vocabulary** they are using to

other scenarios and contexts. In this Example, children explore the phrases *tosaíonn sé* and *críochnaíonn sé* in terms of the passage of time and engage in a range of activities using a *clár-ama* to practise using the phrases in another context.

Demonstration of Learning

Throughout the lesson, the teacher circulates to **observe** the children as they engage in the various activities, **assessing learning in terms of learning in both language and Geography**. Where necessary and feasible, the teacher **scaffolds the learning** and **supports children to use Gaeilge** as much as possible during the various learning experiences. An **interactive iPad game** is also used to assess children's learning in *Gaeilge* and Geography in terms of county location and county name as *Gaeilge*. This is depicted in the video.

Reflective Questions

1. What does the teacher do to encourage children to use *Gaeilge* in this Example?
2. How might some language awareness activities (e.g. knowledge of how languages work, comparing and contrasting languages) be incorporated into this video?
3. The teacher focuses on enabling children to transfer the phrases 'tosaíonn sé/sí' and 'críochnaíonn sé/sí' to other contexts. What other words and phrases from the video could be explored in other contexts?