

CLIL and Disability

Planning and executing a CLIL course about disability

CLIL: Content and Language Integrated Learning

CLIL is an educational approach that uses an additional language (in this case English) to teach both content and language (Coyle et al., 2010).

1 Creation of general outline

What do I want students to learn?
What am I qualified to teach?
What can I teach clearly and effectively in 15 weeks? How can I balance an often sad and infuriating subject with a sense of potential for change in the future and having fun with an interesting topic?

3 units: Defining disability, history, current issues

2 SWBAT and Objectives

Students will be able to describe what a disability is, a brief history of the US disability rights movement, and current issues in disability movements through discussions, presentations, and papers done in groups, in pairs, or alone.

3 Selecting materials and potential guest speakers

- All sources created entirely or in part by people with disabilities
- Recycle materials I've used in research
- Attempt to include perspectives students are unlikely to have encountered before

4 Creating an overview of all 30 lessons

List topic and material type for each lesson as well as how class would interact

Example:

Lesson 13: Video, group discussion, lecture

- Disability rights movement focusing on the USA

5 Course Title

Disability studies: defining disability, the disability rights movement, and current issues in disability studies

Chosen carefully to attract interest as well as explain course as succinctly as possible

6 Creating lesson plans and materials

- Clarity
- Brevity
- Readability
- Consistency
- Student choice

Obstacles

- Variable language levels
- Choosing what to highlight especially for final unit
- Timing lessons/activities appropriately
- Deciding unit projects
- Universal design concerns
- Remembering what I want to say

Possible changes?

- Shorten first documentary lesson by using fewer clips from the film
- Change unit 1 and 2 projects

