

Lesson Plan Template CLIL-class

Internshipschool: OBS 't Partoer	Student: 4863216	Period: 9/10
Mentor: J. van der Wal, F. Veenstra	Group: 5	Amount of pupils: 21
Short description of the activity: We're singing a Jonas Brothers song and translating it to Dutch to get the deeper meaning.	Subject: English and Music	Date: 19-12-2024

Competence and Cognition	Beginsituatie	Aim and activities
<i>The activities offered are meaningful for the pupils because they will learn....</i>	<i>Beschrijf zo nauwkeurig mogelijk wat de kinderen al weten en kunnen. Leg hierbij de relatie met het doel van de activiteit. Raadpleeg je mentor.</i>	Tell in short what activity will help the pupils reach the lesson aim.
Competence and Cognition: The activity offers a meaningful learning experience by integrating language competence and musical competence. It promotes a deeper understanding and appreciation of both language but also culture.		
Starting point (where are the students in the process regarding this subject): The students have never worked with a song regarding to English. We've done some translating exercises within the method (joinin		
Aim and activities: Language: The pupils can translate the song to dutch sentences and understand the deeper meaning. Music: The pupils use the right tone height when singing the song.		
Persoonlijk leerdoel (gebruik de bekwaamheidseisen in het Nederlands): 2.3.19 kan de leerlingen met gerichte activiteiten de leerstof laten verwerken en kan daarbij variatie aanbrengen en bij instructie en verwerking differentiëren naar niveau en kenmerken van zijn leerlingen. P: kan de leerlingen met gerichte activiteiten de leerstof laten verwerken en kan daarbij variatie aanbrengen		

Sources and theoretical reference and explanation: (books, methods etc.) (at least 2 theoretical sources)

In an article written by the Eton Institute (2023) located in the UAE has music multiple advantages when using it to teach a language.

To start it helps with the pronunciation of words. When words are sung by the native speakers you hear how the word should be said and the pupil can copy the way it is pronounced.

Another big advantage is establishing affiliation and retention. By using a playful way to teach the language the students will not be stressed out which helps in the development of the language within the activity. Getting that motivation can be gotten from the lyrics the tune or maybe even the singer or singers.

The article also states that when you use a song for this purpose you need to keep in mind a few things when choosing the song:

- The singer is a native speaker, which the Jonas Brothers are of the English language.
- The song is popular., which it luckily also is. It has hit the top of the charts during the Christmas season.
- It doesn't have long words and florid language. Which is very understandable since the pupils are learning a language. They need the basis first before going forward with the next.
- It's popular among kids. This one is I feel like one of the most important ones. The pupils need to know the artist to get excited. And luckily the Jonas Brothers are a well-known trio within my group.

Another article from the Massachusetts institute of Technology, written by Anne Trafton (2018) writes about how a music lesson can improve language skills.

It firstly talks about piano lessons with young pupils and their comprehension of pitches which improves the discrimination between spoken words.

I however am very interested about a study done in Beijing. It says that musical children perform relatively higher when it comes to reading comprehension, distinguishing speech from background noise and rapid auditory processing. This was all done with a questionnaire, after they did the research themselves.

They used 74 participating children that got music lessons 3 times a week for 45 minutes. After six months they reflected on the results and their original thoughts were right. The children who had the music lessons showed a significant advantage over children who didn't in discriminating between words.

Eton Institute. (2023, 31 oktober). *The connection between music and language learning: creating a melodic vocabulary*. <https://www.linkedin.com/pulse/connection-between-music-language-learning-creating-melodic-5alpf>

How music lessons can improve language skills. (2018, 25 juni). MIT News | Massachusetts Institute of Technology. <https://news.mit.edu/2018/how-music-lessons-can-improve-language-skills-0625>

<https://open.spotify.com/track/1OjmlSFuzYflWjSMTCyTJv?si=994a777ed2734870>

Design			
Time	Design of the activity	Didactic forms and pupil activities	Organisation and materials.
min. 5	Introduction: I start the lesson discussing what Christmas is and what it means for us Dutch people. What do the children associate with Christmas, how does everyone celebrate it, and when did we start celebrating English? After that I tell the pupils that we are going to listen to a Christmas song. It is sung by the Jonas Brothers. They get an assignment. I want them to listen to the song and figure out what the song is about.	Group	Spotify Song (00:00 – 01:01)
min. 30	Body: After we've established what the song is about, we are going to translate the same part of the song. What are they discussing? Who are they talking about? What does the person mean to them and how does it affect their Christmas? After we've done the translating part, we are going to sing the song. Before we start however, we're going to do some vocal exercise. We are going to count from 1 to 5 in steps. 1 1 2 1 1 2 3 2 1 1 2 3 4 3 2 1 1 2 3 4 5 4 3 2 1 And after that we go back to 1. Every time we go higher with the numbers we also go higher with our pitch. We're singing the song and I give notes where needed about the singing. We discuss if this could be a canon song and why not.	Group Small table groups	Spotify Song (00:00 – 01:01)
min. 5	Conclusion+reflection of the pupils on what they have learnt or still have questions about: I discuss the lesson we've just had. What did they learn? What were the goals of the class, did we achieve them? What went right and what went wrong. After that I am going to do a quick game where they stand in either the yes or no site of the classroom depending on the question about the translation.	Group	Room

Feedback mentor/schoolopleider/instituutopleider

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Lesobservatieformulier CLIL-Class

Naam student: Wouter
 Observer: Janneke vd Wal
 (Progresscode: OLB23V0ENG-A)

paraaf: [Handwritten Signature]

CLIL-les voor leergebied :

- ☐ T&I Wereldburgerschap
- ☐ MNT Natuur en Techniek
- ☐ KIC Kunst en Cultuur
- ☐ MMB Wereldoriëntatie

Toelichting: O = onvoldoende V = voldoende

Domein	O	V	toelichting/voorbeeld
Communicatie			
- geeft het taaldoel van de les(senserie) aan.		✓	
- gebruikt de doeltaal op een begrijpelijke manier.		✓	
- laat <u>alle</u> leerlingen oefenen met Engels spreken.		✓	
- heeft een activiteit ontworpen waarbij leerlingen actief met de Engelse taal bezig zijn om de opdracht te voltooien.		✓	
Content			
- geeft het leerdoel aan voor het zaakvak.	✓		
- laat de opdrachten aansluiten aan bij het vakinhoudelijke leerdoel.		✓	→ had wel wat duidelijker gekund.
- gebruikt passende Engelstalige kinderboeken. <u>nvt.</u>			
Cultuur & Community			
- geeft dmv de opdracht de leerling inzicht in zijn rol binnen cultuur en (wereld)burgerschap		✓	→ kerst
Cognitie & Competentie			
- Lower Order Thinking Skills (LOTS)* komen aan bod.		✓	
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Scaffolding ***			
- biedt verschillende manieren van taalondersteuning op verschillende niveaus (differentiatie).		✓	→ taal luisteren
Evaluatie			
- toetst (formatief of summatief) of leerlingen leerdoel behaald hebben.		✓	
- kan constructieve feedback mbt de taalontwikkeling aan leerling geven.		✓	
Feedback en reflectie			
- reflecteert op eigen functioneren.		✓	
- reflecteert op feedback van observator.		✓	
- draagt op basis van feedback verbeterpunten aan.		✓	
Theoretische toepassing			
- geeft relevante theoretische onderbouwing (mbt CLIL) in het lesformulier (tenminste twee verwijzingen)			
Didactische vaardigheid			
- gebruikt activerende, betekenisvolle taken die de leerling uitdagen en motiveren bij zowel taal- als vakinhoud.		✓	→ leuk met dat liedje

*LOTS = lower order thinking skills: herinneren, begrijpen **HOTS = higher order thinking skills: analyseren, evalueren, creëren *** Scaffolding = taalondersteuning -> plaatjes, vertaling, woordenlijst etc.

Paraaf mentor/ stagebegeleider:

Evaluation & reflection by the student

Evaluation of the activity

1. *Heb je het doel van de activiteit wel/niet bereikt? Have you reached the aim of the lesson?
Please explain your answer.*

I think I did achieve the goal of the lesson. Where the goal wasn't that clear for the pupils, for me the goals were clear.

The children sang the song very good, except for a few that find singing very scary to do in a classroom. And the translating went very well. I've made sure that the groups were mixed with level of English understanding, so they were able to help each other.

Reflection on the activity

1. *Retrospection: what has happened?*
2. *Realization: What did I find important?*
3. *Conclusion: what are the alternatives for a next activity?*
 1. *Some boys feared singing publicly in the classroom because they were ashamed.*
 2. *I wanted them to practice the singing because I find it important that they practice singing and of course participate in the group activity.*
 3. *I talked with the boys why they didn't like to sing, and we made a deal where they would sing, if I were to sing very loudly close to them to mask it a bit. After the first 30 seconds of the song I went away to walk through the classroom and the boys still sang along.*

Reflection on the personal goals (bekwaamheidseisen)

1. *What has happened?*
2. *What did I find important?*
3. *What does this mean for your (next) personal goal(s)?*
 1. The pupils that are good in English dominated the ones still learning which made it so they couldn't learn.
 2. I found it important that every child has the chance to learn English, since it is a very important language to learn.
 3. For my next goal I want to make better groups and probably consider homo groups instead of hetero. This way I could do an additional instruction for the children that need it instead of hoping they get help from the other children.