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TeachingEnglish webinars for teachers

Teaching Science through English

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26 January 2026

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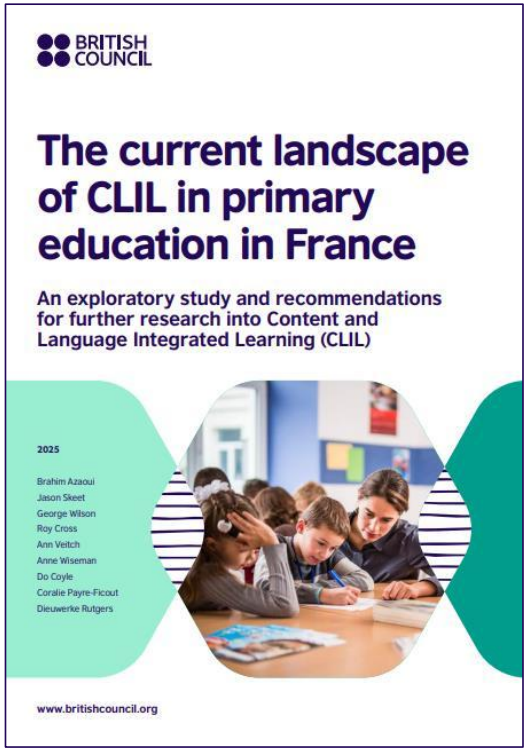

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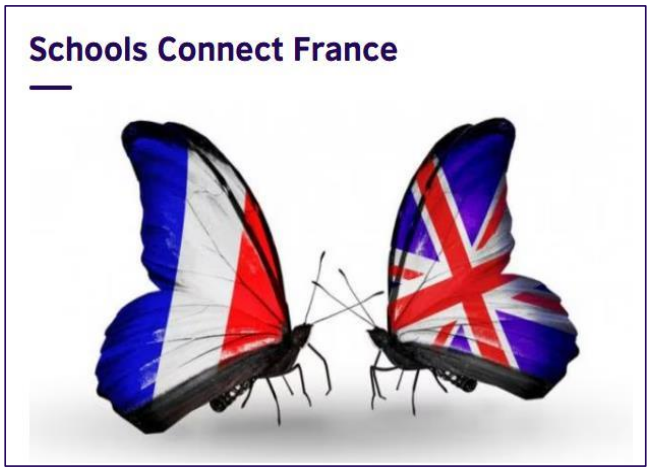

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Supporting English teaching, learning and assessment

Workshop on the creation of a language centre within a new Cité scolaire in Sartrouville

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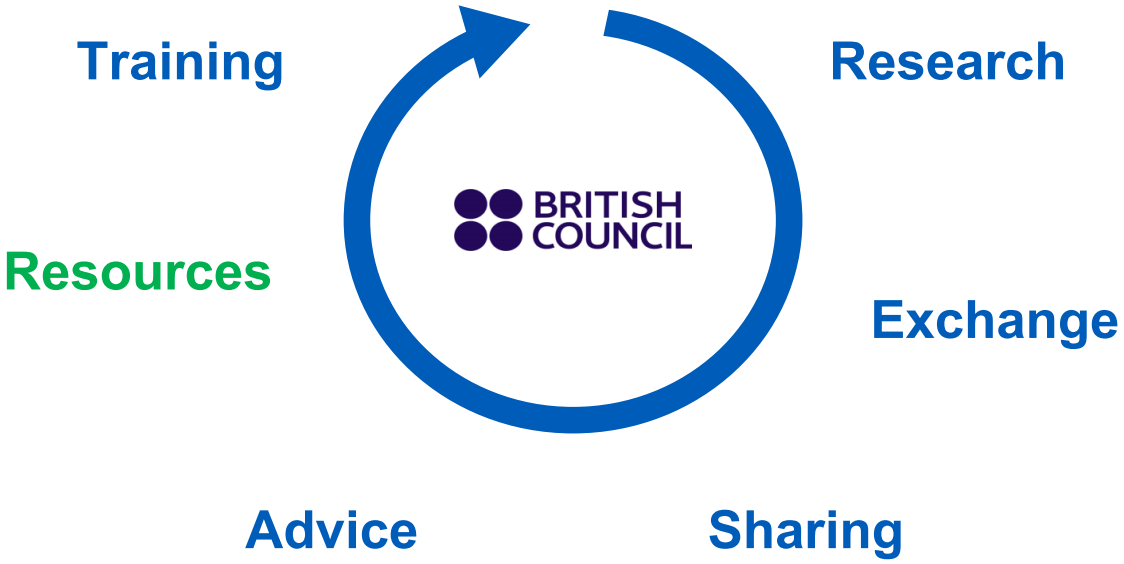

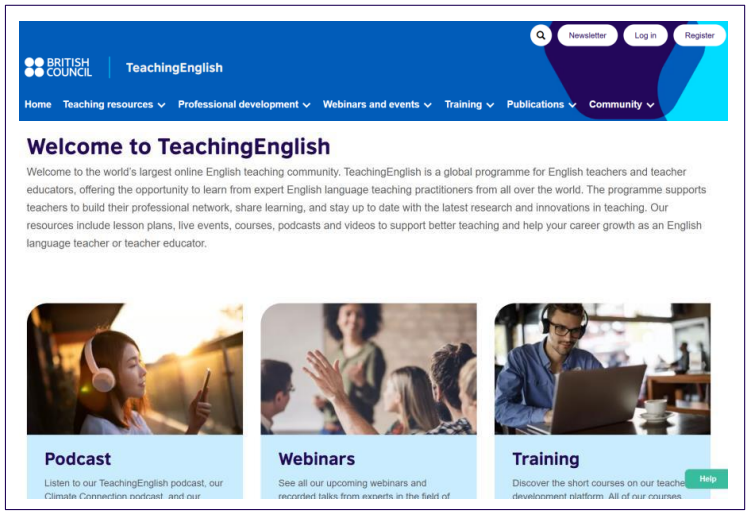

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Session objectives

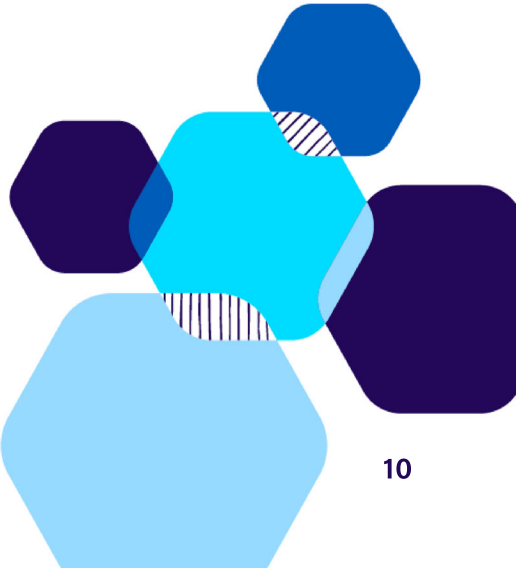
✓ Review what's key in CLIL in 2025

✓ Experience 9 practical ‘sustainable’ science activities

✓ Have language frames for scientific inquiry

✓ Know how to scaffold content and language in Science

✓ Have ways to assess Content and Language



Guess what we will learn about today

Today, we are exploring how to make Science CLIL lessons that develop both language AND scientific thinking.

Activity 1 – word clouds for purposes and goals

Vocab activation and introduction

Visual memory / recognition

Cognate awareness

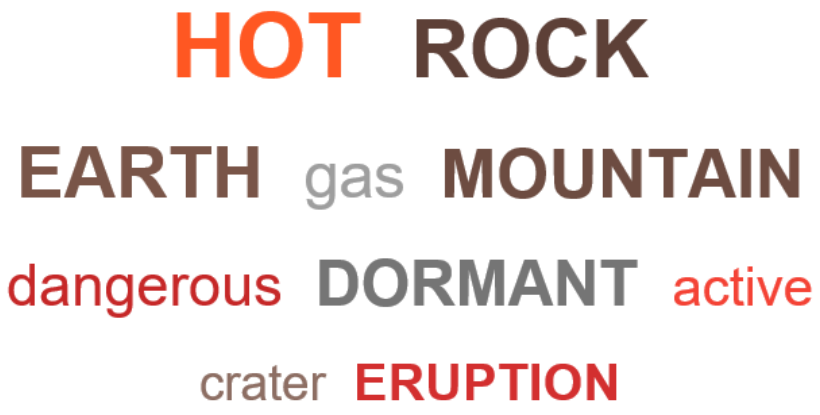
Prediction / engagement (hook)

Concept mapping

Scaffolding

Dual-focus balance

Lowering anxiety



Old news but good news

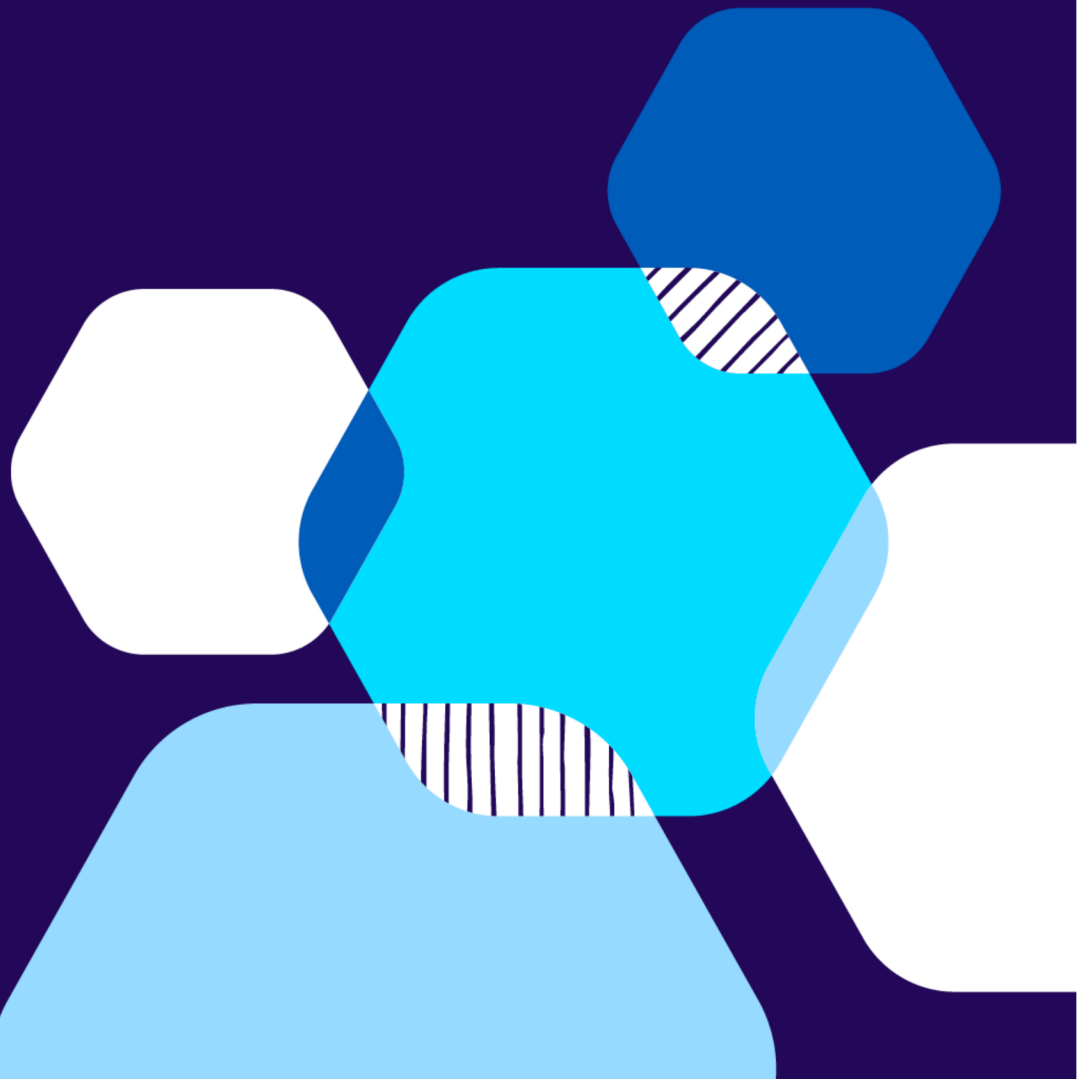
- ✓ Student-centred approach is still essential
- ✓ Scaffolding is still key
- ✓ 4Cs framework (Content, Communication, Cognition, Culture) is still valid
- ✓ Vocabulary support is still critical
- ✓ Mistakes are and always will be learning opportunities

Breaking news, kind of!

Latest developments:

- Multimodal scaffolding (visual + verbal + kinaesthetic)
- Higher-order thinking skills (HOTS) being more explicit
- Emotional/affective scaffolding recognised
- Translanguaging strategies (context-dependent)
- Enquiry-based approach strengthened

(Brief) theory review



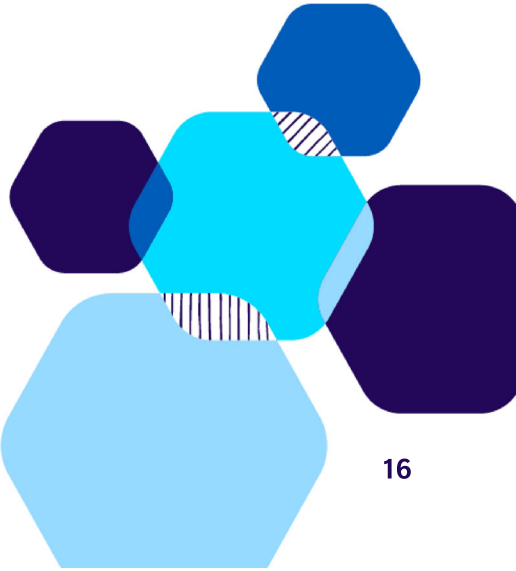
The 4Cs are still central

Content: life cycles, states of matter

Communication: sentence stems, academic vocabulary

Cognition: Observe → Compare → Analyse

Culture: science as universal; international cooperation



High-order thinking

LOTS → **Lower-Order Thinking Skills**

Remember: "Name the three states"

Understand: "Explain what solid means"

Apply: "Sort these materials by state"

HOTS → **Higher-Order Thinking Skills**

Analyse: "Compare solid and liquid"

Evaluate: "Which state is best for ...?"

Create: "Design an experiment to ..."

Multimodal scaffolding

VISUAL

Diagrams, photos, real objects, videos

VERBAL

Language frames, modelled speech, word walls

KINAESTHETIC

Movement, manipulatives, building, acting

Think – Pair – Share

Think: How do you currently scaffold?

Pair: Share one strategy with your invisible guest (first, second, third language?)

Share: Type your best idea in the chat

Modelled activities:

Le vivant (Cycle 2)

Set 1 – *Questionner le monde du vivant* (Cycle 2)

Language:

- Life-cycle vocabulary (egg, baby, young, adult, larva, metamorphosis)
- Sequencing language (first, then, next, after that, finally)
- Comparative structures (bigger than, different from, the same as)

Topic: Life cycle of animals

Expected outcome*: "Construire le cycle de vie d'un animal"*

Content: Different life-cycle stages

-Identifier les différentes étapes de la vie des animaux

-Comparer différents types de cycles de vie

Cognition: Compare and classify different life-cycle types + order (sequence)

Questionner le Monde du Vivant (Cycle 2)

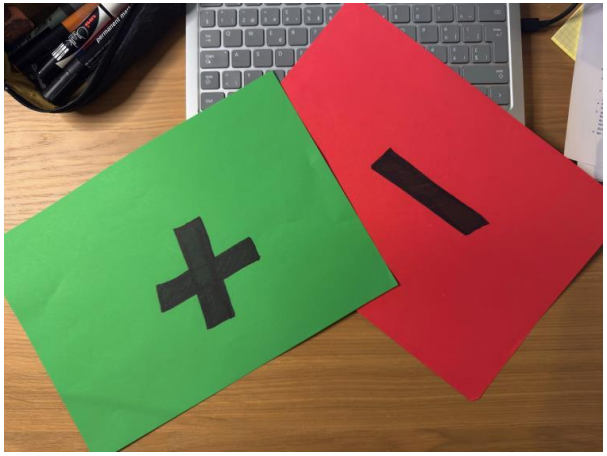
KWL CHART –

What I KNOW, what I WANT to know or WONDER, what I've LEARNED.

I know that ...	I wonder if ... I want to know why ...	I learned that ... Now I understand ...

Questionner le monde du vivant (Cycle 2)

Agree / disagree stations:



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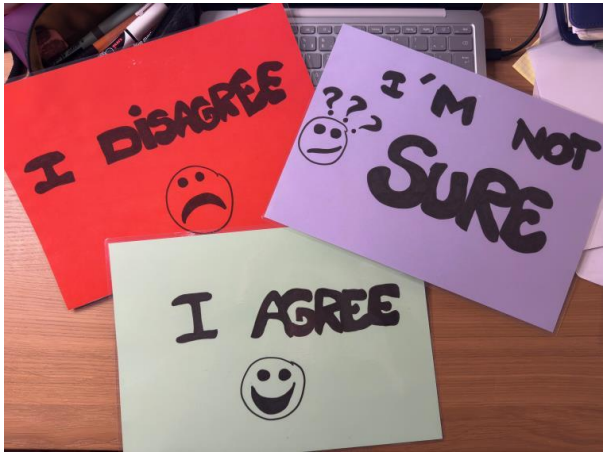

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Modelled activities:

La matière (Cycles 2/3)

Set 2 – *La Matière* (Cycle 2/3)

Topic: States of matter and water cycle

Expected outcome: *Identifier les trois états de la matière et leurs caractéristiques*

Content: *Comprendre et décrire le cycle de l'eau dans la nature:*

- *mettre en œuvre des experiences simples sur les changements d'états*
- *identifier les transformations de l'eau dans l'environnement.*

Language:

- Vocabulary for states of matter (e.g., solid, liquid, gas, melt, freeze, evaporate, condense)
- Cause and effect (e.g., when, because, so, if … then …)

Cognition: Analyse, classify, categorise, establish cause/consequence relations

Set 2 – *La matière* (Cycles 2/3)

Categories

Work in pairs. Sort these into categories.

What's your grouping system?

"We grouped these together because..."

"…. and …. are similar because …."

"These are different from those because ..."

"They all have....."

Set 2 – *La matière* (Cycles 2/3)

Graphic organisers

Fill in the cycle:

Evaporation → water vapour → ? → clouds → precipitation → water → ?

Building the unit word bank : Condensation, evaporation...

Describing the process:

“When water heats up, it .... into vapour.”

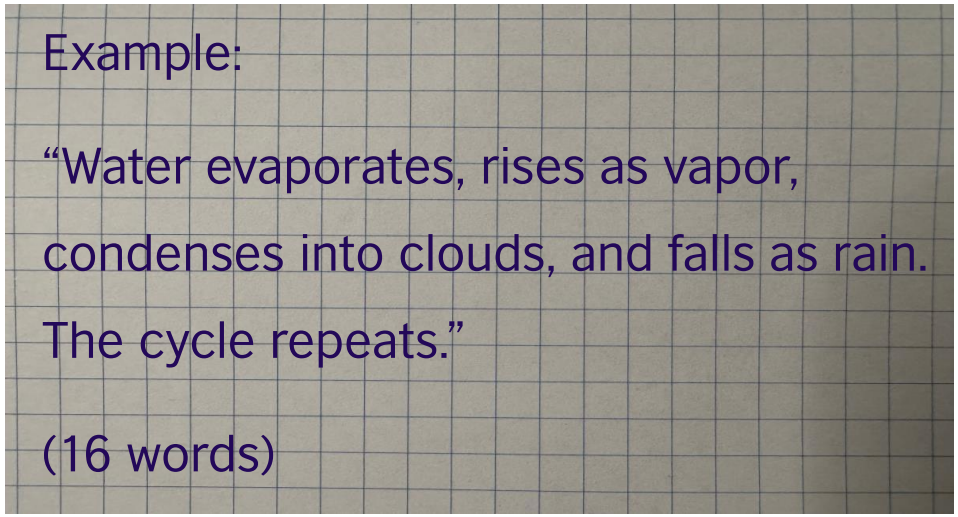
“Water vapour cools and .... into tiny droplets”.

“Water falls back to Earth as ....” “This process is called ....”.

Set 2 – *La matière* (Cycles 2/3)

GIST statements – get the gist?!

Your challenge – explain the water cycle in 20 words or less.



The mega-bonus section

The problem

Students stay silent when you ask questions

One-word answers: “Yes”. “Water”. “Because”.

They can’t explain their thinking in English

The solution

Explicit language frames for EVERY stage

NOT:

“Why do you think that?” (silence)

BUT “Use this frame: I think ..... Because .....”

Stages of scientific enquiry

Observing	→	**“I notice”**
Questioning	→	**“I wonder why.....”**
Predicting	→	**“I predict ..... because .....”**
Planning	→	**“First ..... Then ..... Finally.....”**
Explaining	→	**“This happened because.....”**
Comparing	→	**“Both ..... but .....”**
Concluding	→	**“In conclusion, ...”**

Examples by thinking levels

LOTS

"I see ...." → Observing

"I know that ...." → Remembering

HOTS

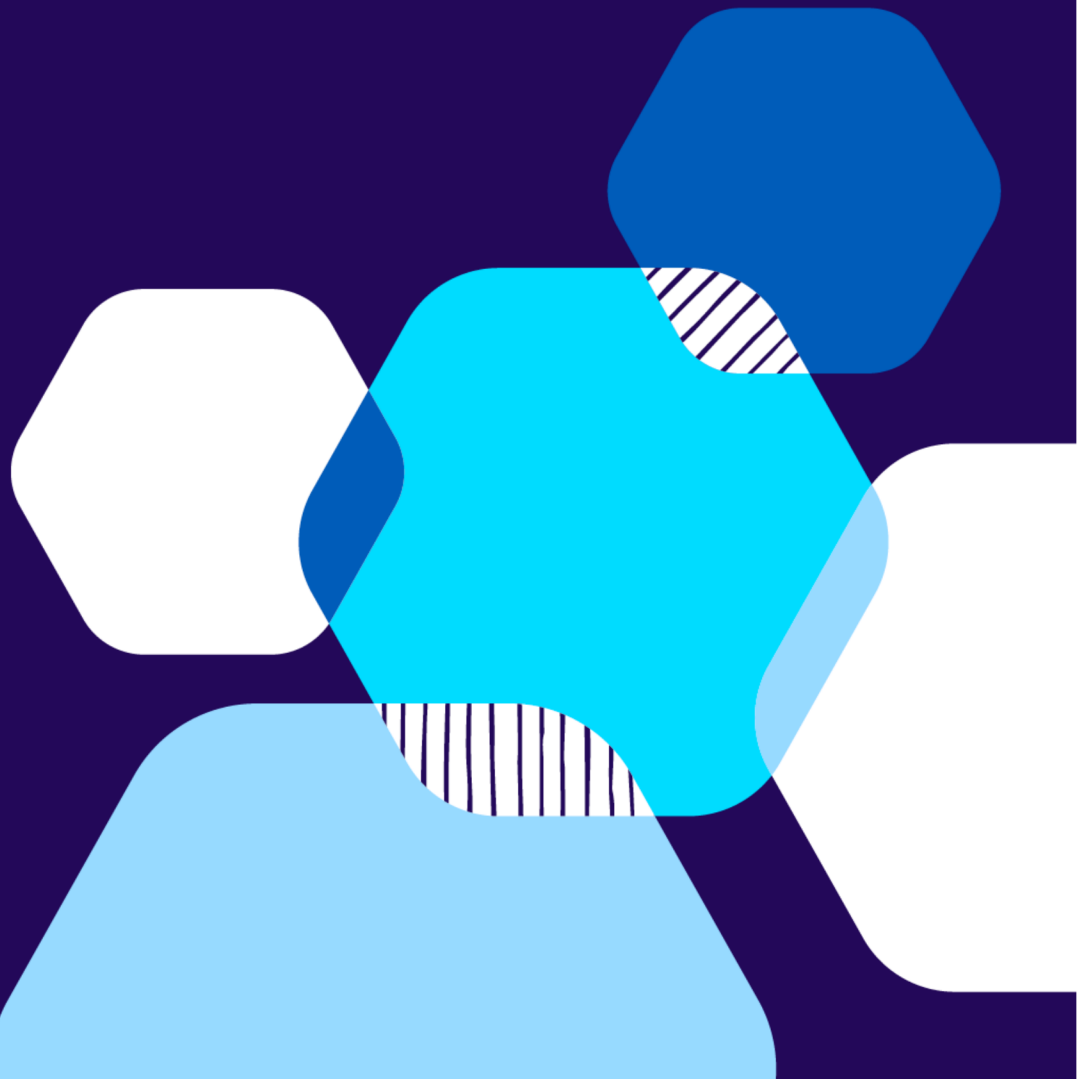
"I predict .... because ...." → Analysing

"This shows that ...." → Evaluating

"What if we ....?" → Creating

Modelled activities:

La terre (cycle 3)



Set 3 – *La terre* (Cycle 3)

Topic: Ecosystems and food chains

Expected outcome: *Identifier les composantes biologiques et non-biologiques d'un écosystème*.

Content*: Décrire les interactions entre les êtres vivants et leur environnement* + *Construire des chaînes et réseaux alimentaires* + *Identifier les rôles de producteurs, consommateurs, et décomposeurs.*

Language:

- Ecosystem vocabulary (e.g., producer, consumer, decomposer, predator, prey, herbivore (etc.), food chain, food web, habitat, population, species)
- Language for explaining cause and effect (e.g. is eaten by, eats, depends on, feeds on), for argumentation (e.g., I think…because…), and for hypothesising (e.g., I suppose… I imagine that…)

Cognition: LOTS (*identifier et classer* + *mémoriser*) HOTS (*interprêter, prédire, évaluer, synthétiser*)

Set 3 – *La terre* (Cycle 3)

Question jar

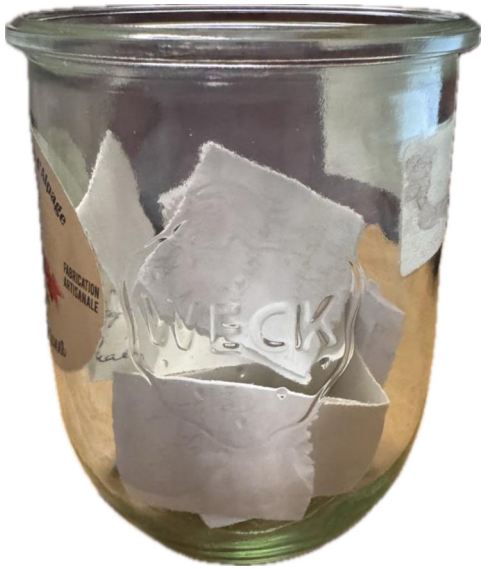
Story time in English – students write questions about ecosystems

Model questions:

“What do decomposers do?”

“Why do we need plants?”

“What if one animal disappears?”



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Set 3 – *La Terre* (Cycle 3)

Food web building

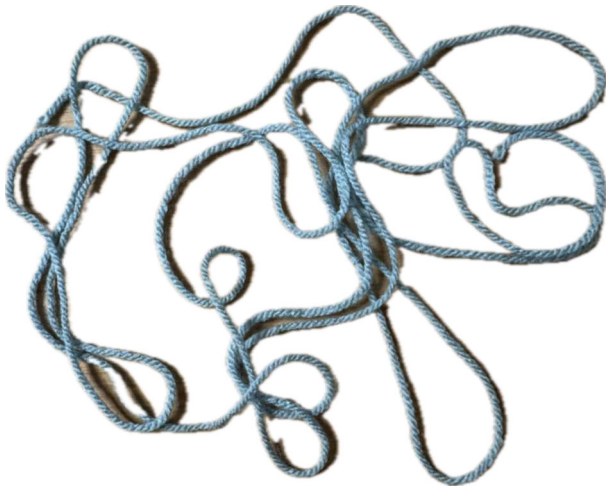
Cards and a piece of string

sun → grass → rabbit → fox → decomposers

What would happen if all rabbits died?

Cause and effect language:

“The ..... eats the .....” “If the ..... disappears, then .....”
“This would affect ..... because.....” “As a result, ...”
“The sun provides energy for .....”



Set 3 – *La Terre* (Cycle 3)

Word-Wall

Co-create it.

Possible categories:

Process words (observe, measure, compare)

Content words (ecosystem, predator, producer)

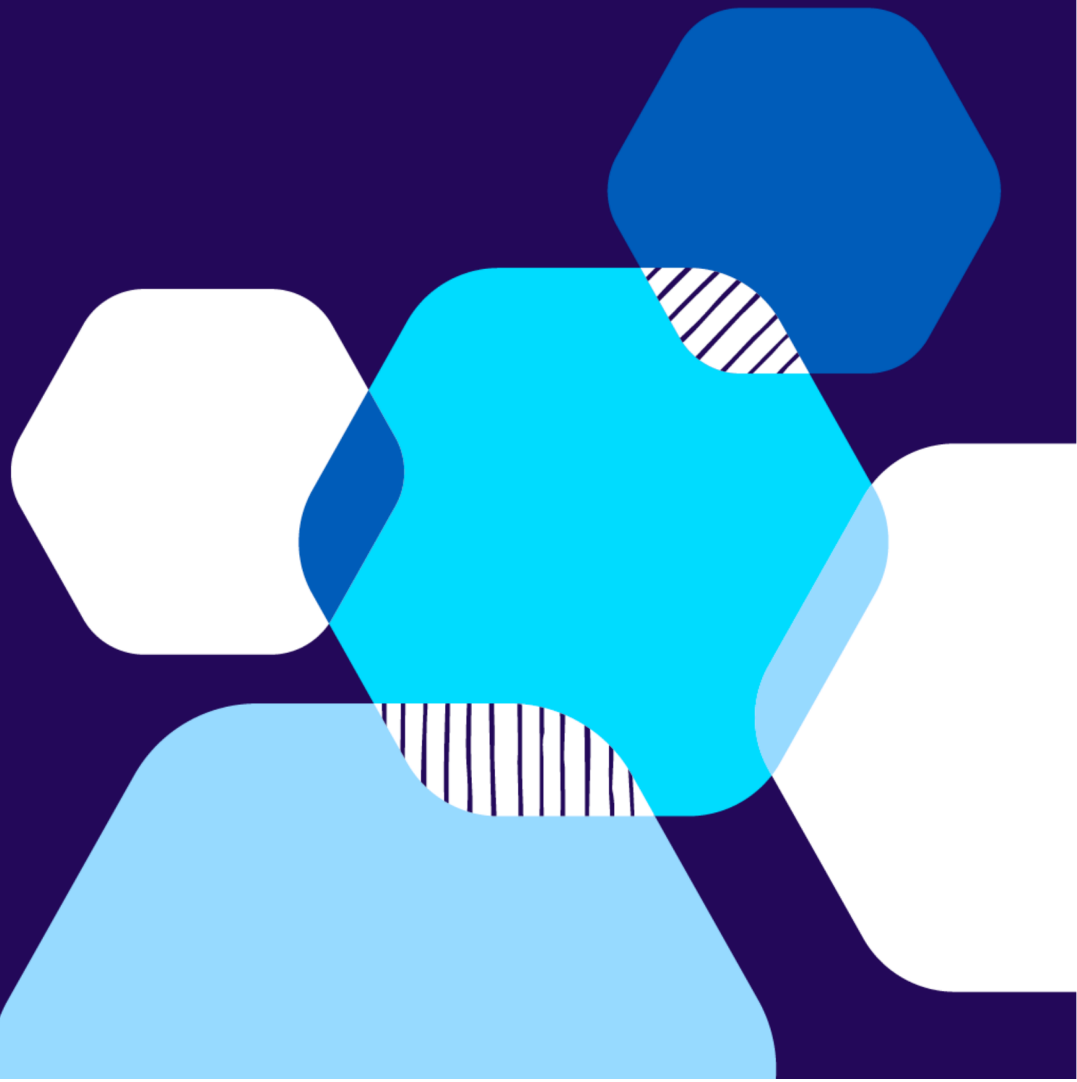
Connecting words (because, therefore, however)

Academic language (analyse, evidence, hypothesis)

Tips:

- Add students' drawings
- Colour-code by category (organise together with students)
- Word of the day (multiple games possible)

Summary



Assessment in CLIL

Think about our activities.

When could you use them for assessment?

Assessment checklist

Students can:

- use observation language
- ask scientific questions
- make predictions with reasons
- explain using evidence
- compare two things
- summarise leanring
- use new science vocabulary correctly
- speak in complete sentences using language frames

Scientific Skill	My Rating	Example/Evidence
OBSERVING - I looked carefully and noticed details.	😊 😀 😐	
QUESTIONING - I asked good science questions.	😊 😀 😐	
PREDICTING - I made a prediction with a reason.	😊 😀 😐	
PLANNING - I helped plan the experiment.	😊 😀 😐	
EXPERIMENTING - I followed the steps carefully.	😊 😀 😐	
RECORDING - I wrote/drew my observations.	😊 😀 😐	
ANALYZING - I looked for patterns in the data.	😊 😀 😐	
EXPLAINING - I used "because" to explain.	😊 😀 😐	
COMMUNICATING - I shared my findings clearly.	😊 😀 😐	

What I did well:

What I want to improve next time:

Team Skill	Always	Sometimes	Not Yet
I listened to my partners.	⭐⭐⭐⭐⭐		⭐
I shared my ideas.	⭐⭐⭐⭐⭐		⭐
I spoke in English.	⭐⭐⭐⭐⭐		⭐
I helped others.	⭐⭐⭐⭐⭐		⭐
I did my part of the work.	⭐⭐⭐⭐⭐		⭐
I used sentence frames.	⭐⭐⭐⭐⭐		⭐
I asked questions when confused.	⭐⭐⭐⭐⭐		⭐

CONTENT (Science Understanding)

Criterion	Exceeds (4)	Meets (3)	Developing (2)	Beginning (1)	Rating
Concept Understanding	Demonstrates deep understanding; makes connections	Shows clear understanding of key concepts	Understands basic concepts with support	Limited understanding	
Application	Applies knowledge to new situations independently	Applies knowledge with some guidance	Applies knowledge in familiar contexts only	Struggles to apply knowledge	
Scientific Accuracy	All information scientifically accurate	Most information accurate; minor errors	Some accurate information; several errors	Significant inaccuracies	

Content Subtotal: _____/12

COMMUNICATION (Language Use)

Criterion	Exceeds (4)	Meets (3)	Developing (2)	Beginning (1)	Rating
Vocabulary	Uses scientific terms accurately and independently	Uses key vocabulary correctly with occasional support	Uses some vocabulary; frequent errors or reliance on frames	Limited vocabulary; struggles even with support	
Sentence Structure	Speaks/writes in complex, correct sentences	Speaks/writes in complete, mostly correct sentences	Simple sentences; some errors	Fragmented sentences; many errors	
Use of Frames	Uses frames as models; creates own variations	Uses frames correctly and consistently	Uses frames with reminders	Struggles to use frames even with support	
Fluency	Communicates ideas clearly and fluently	Communicates adequately; occasional pauses	Hesitant; frequent pauses to search for words	Very limited communication	
Explanation Skills	Explains reasoning with "because" and evidence	Uses "because" to explain	Attempts to explain but reasons unclear	Does not explain reasoning	

Communication Subtotal: _____/20

COGNITION (Thinking Skills)

Criterion	Exceeds (4)	Meets (3)	Developing (2)	Beginning (1)	Rating
Critical Thinking	Analyses, evaluates, creates independently	Applies and analyses with guidance	Remembers and understands	Limited thinking beyond recall	
Problem-Solving	Proposes creative solutions	Solves problems with strategies	Solves simple problems with support	Struggles with problem-solving	

Cognition Subtotal: _____/8

Strengths (Content):

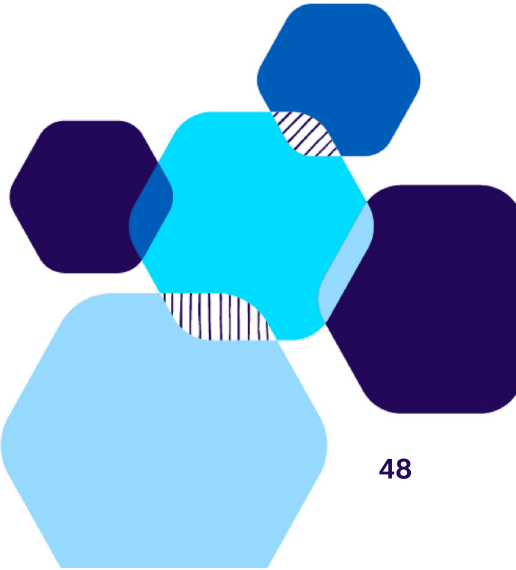
Strengths (Language):

Next Steps (Content):

Next Steps (Language):

Exit ticket

One thing you'll try in your next science CLIL lesson.



Key takeaways

Scaffolding isn't simplifying

Language frames = confidence

Multimodal is essential

Plan for talk

Science requires authentic language

Challenge students by using HOTS

Students speak more for structures

Show it, Say it, Do it

Structure academic conversation

Enquiry provides real reasons to talk

Possible immediate actions

- Co-build and display a language frame in your classroom
- Model the language frame often before expecting independent use
- Try one activity (Wordcloud, KWL, Gist, Categories)
- Start a question jar
- Take a photo of student work and display it on the word wall

Don’t try everything this week!

Pick one thing 😉

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