

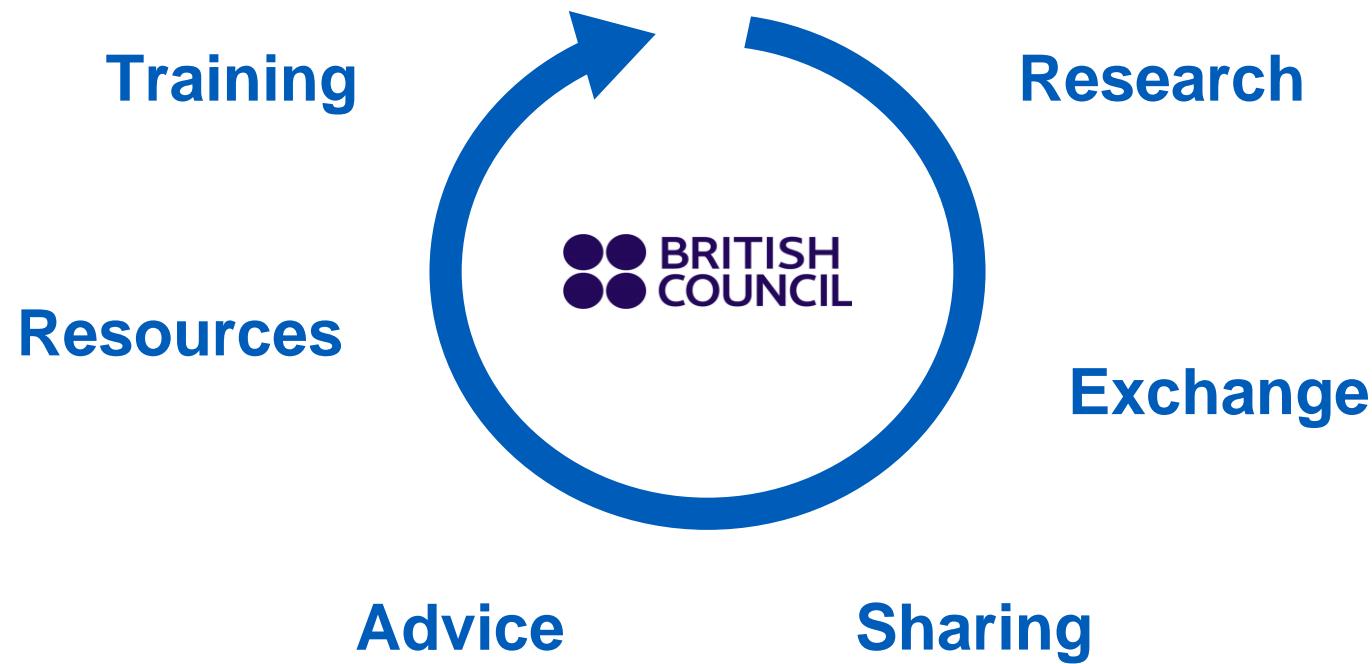
TeachingEnglish webinars for teachers

Teaching Science through English

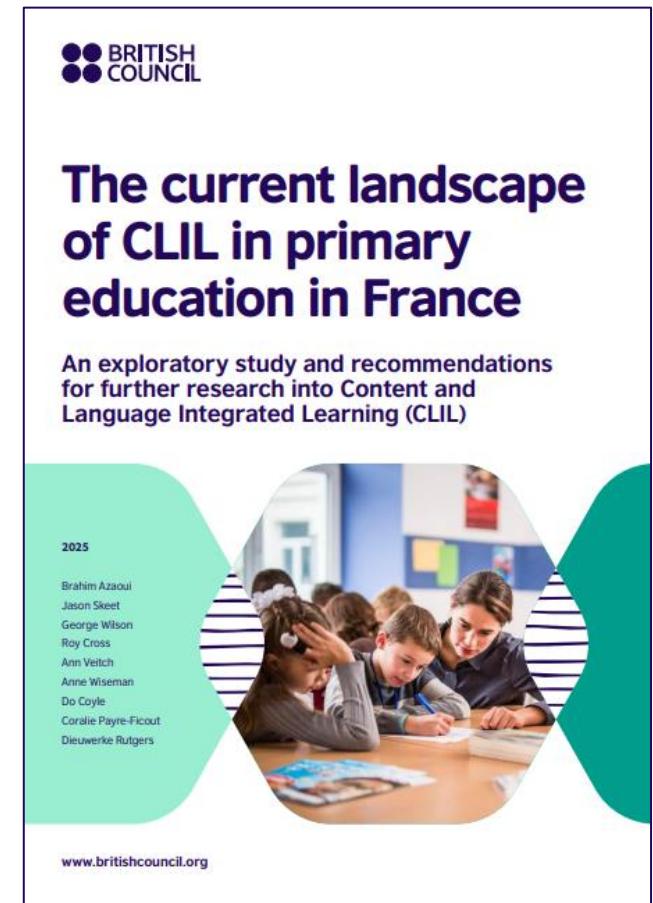
Anne de Léon

20 January 2026

Supporting English teaching, learning and assessment



Supporting English teaching, learning and assessment



Supporting English teaching, learning and assessment



[https://www.britishcouncil.fr/en/
education/schools](https://www.britishcouncil.fr/en/education/schools)

Supporting English teaching, learning and assessment



Our workshop on CLIL in primary and secondary education



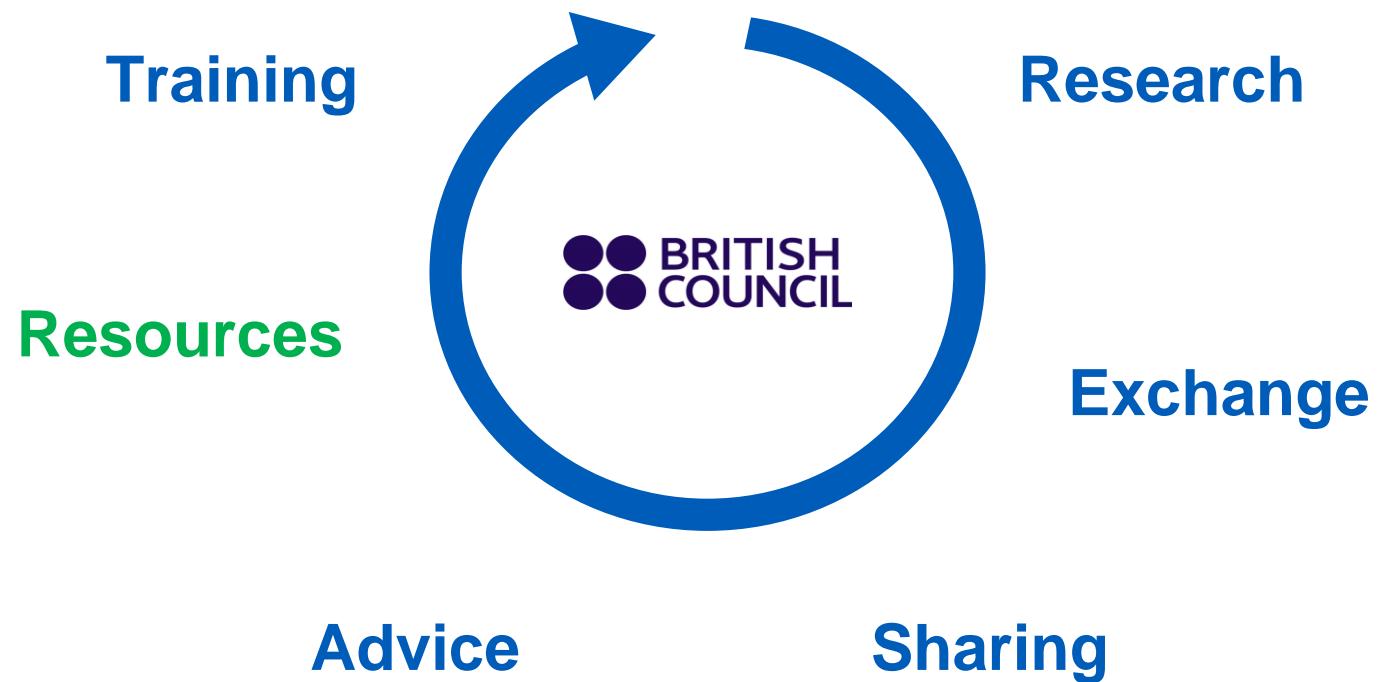
<https://www.britishcouncil.fr/en/programmes/english-programmes/education/projects/clil>

Supporting English teaching, learning and assessment



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

Supporting English teaching, learning and assessment



www.britishcouncil.org

The screenshot shows the homepage of the TeachingEnglish website. The header features the British Council logo and the text "TeachingEnglish". Below the header is a navigation menu with links to Home, Teaching resources, Professional development, Webinars and events, Training, Publications, and Community. The main content area is titled "Welcome to TeachingEnglish" and includes a brief description of the programme. Below this are three cards: "Podcast" (with an image of a person wearing headphones), "Webinars" (with an image of a group of people), and "Training" (with an image of a person using a laptop). Each card has a brief description and a "Help" link.

www.teachingenglish.org.uk

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<https://www.britishcouncil.fr/en/programmes/english-programmes/education/teacher-development/clil/webinars>

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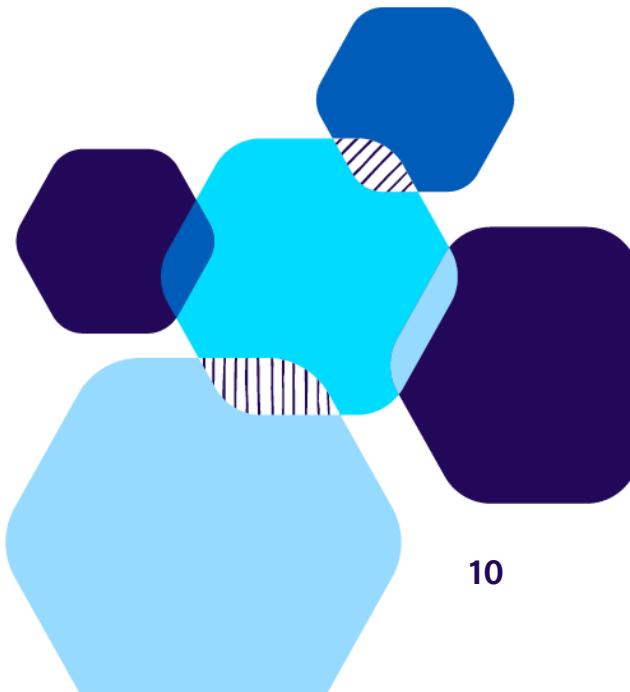
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Session objectives

- ✓ 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

OBSERVE **MEASURE**

PREDICT **compare** **MATTER**

growth **LANGUAGE** inquiry

ecosystems **CYCLES** scaffolding

classify **EXPERIMENT** hypothesize

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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

HOT ROCK

EARTH gas **MOUNTAIN**

dangerous **DORMANT** **active**

crater **ERUPTION**

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Old news but good news

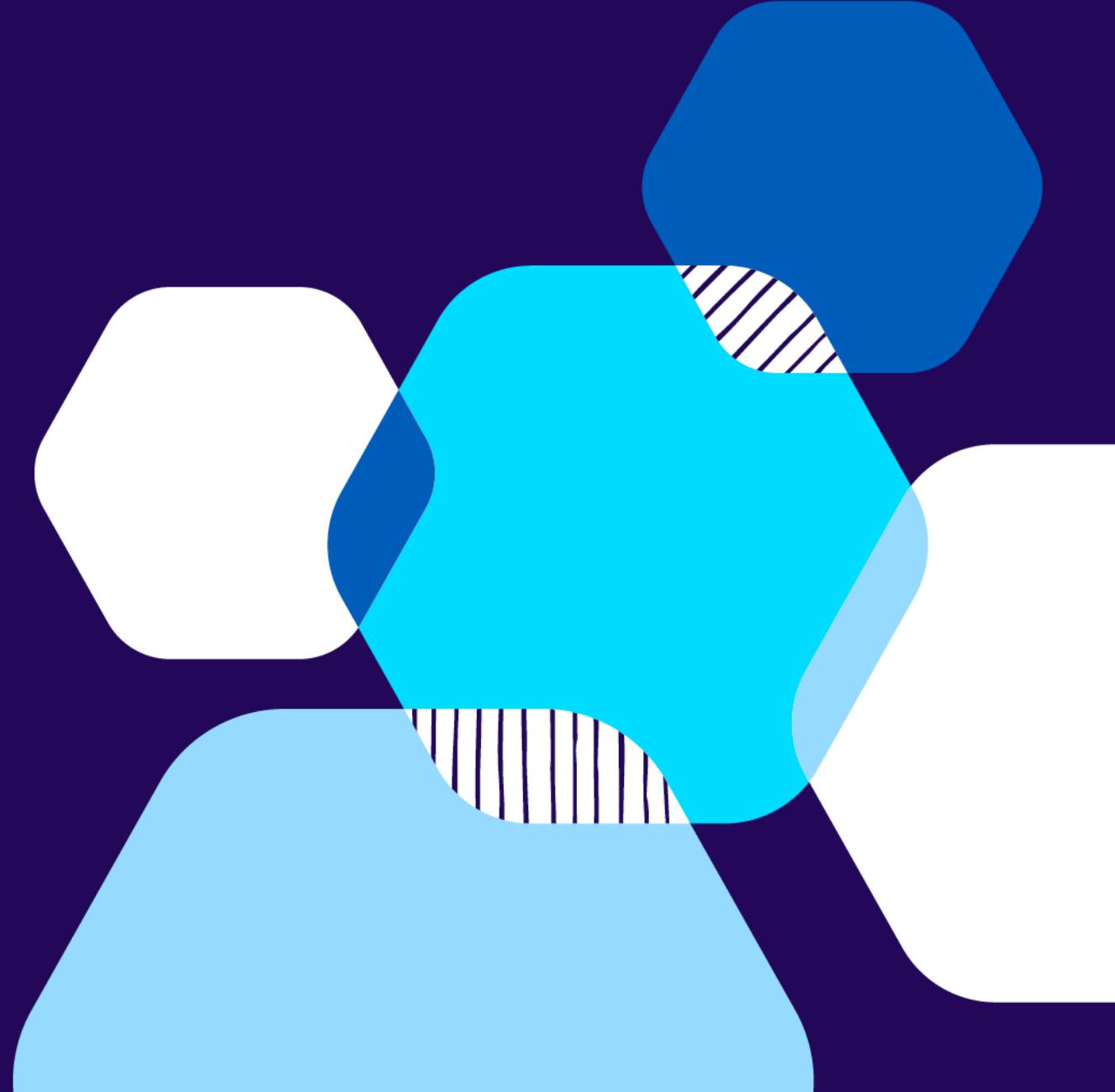
- ✓ Student-centred approach is still essential
- ✓ Scaffolding is still key
- ✓ 4Cs framework (Content, Communication, Cognition, Culture) is still valid
- ✓ Vocabulary support is still critical
- ✓ Mistakes are and always will be learning opportunities

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



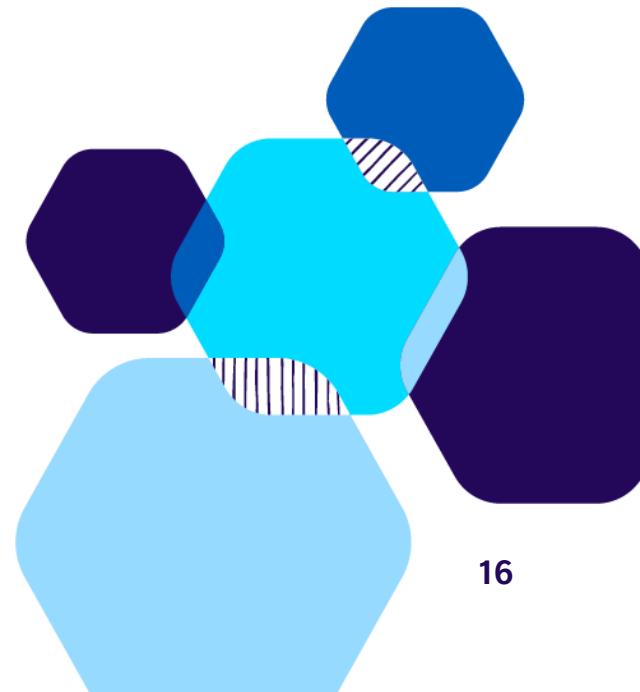
The 4Cs are still central

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

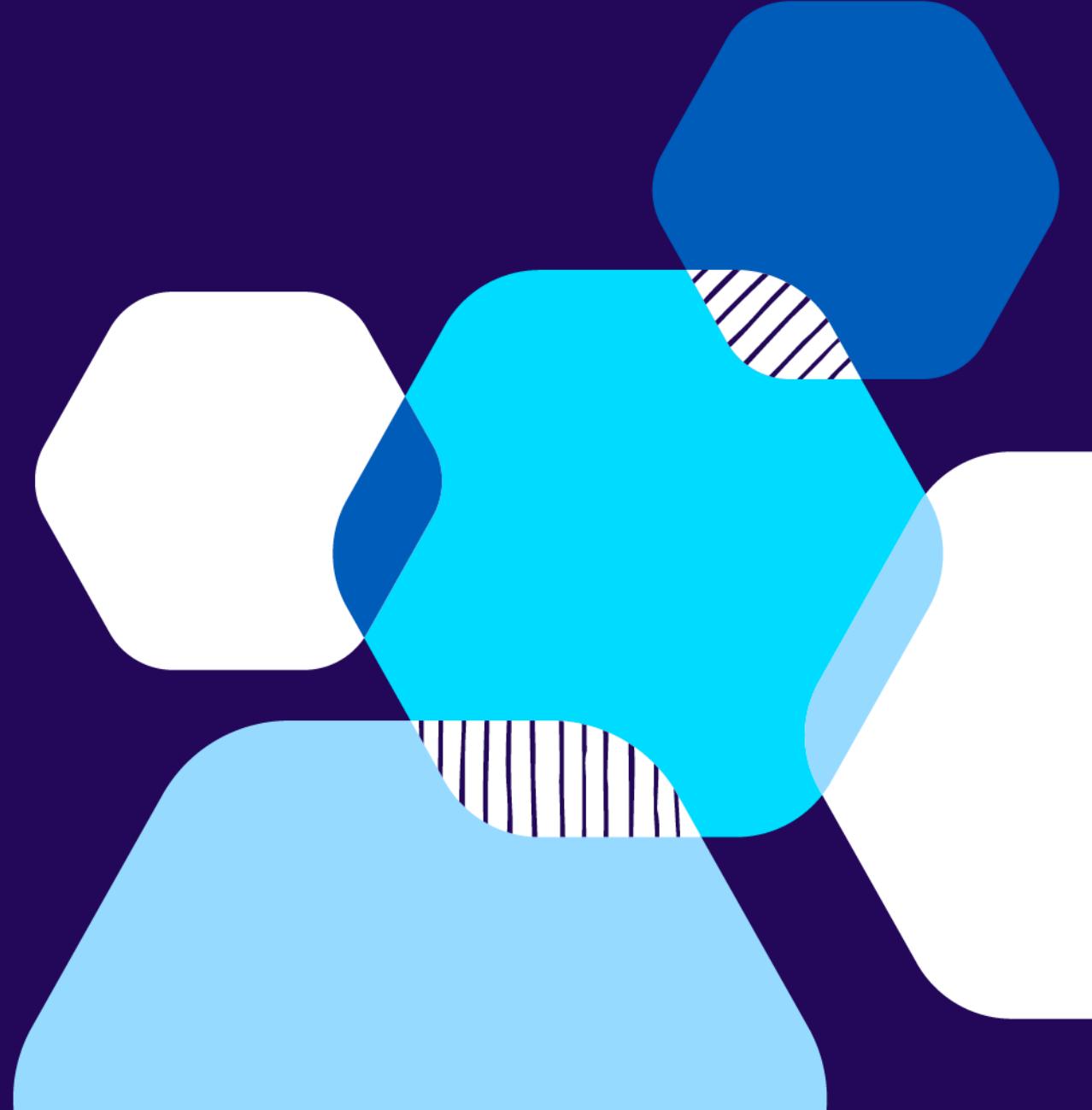
Think: How do you currently scaffold?

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.

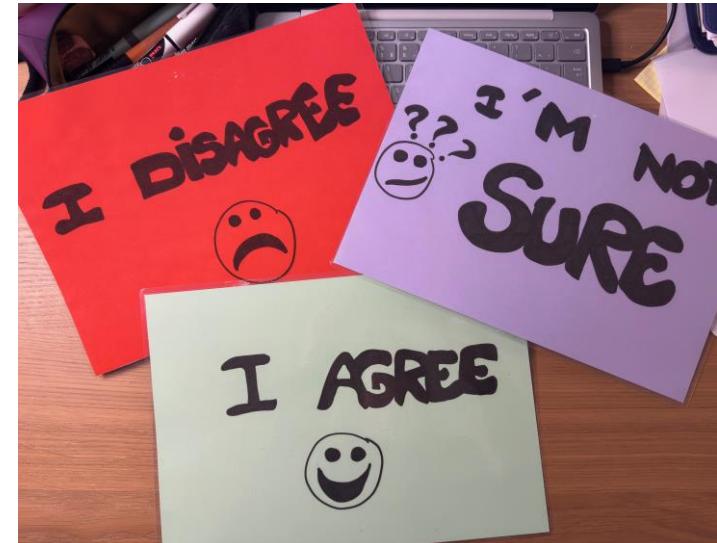
| I know that ... | I wonder if ... I want to know why ... | I learned that ... Now I understand ... |
|-----------------|---|--|
| | | ©annedeleoneducation |

Questionner le monde du vivant (Cycle 2)

Agree / disagree stations:



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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 expériences 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?!

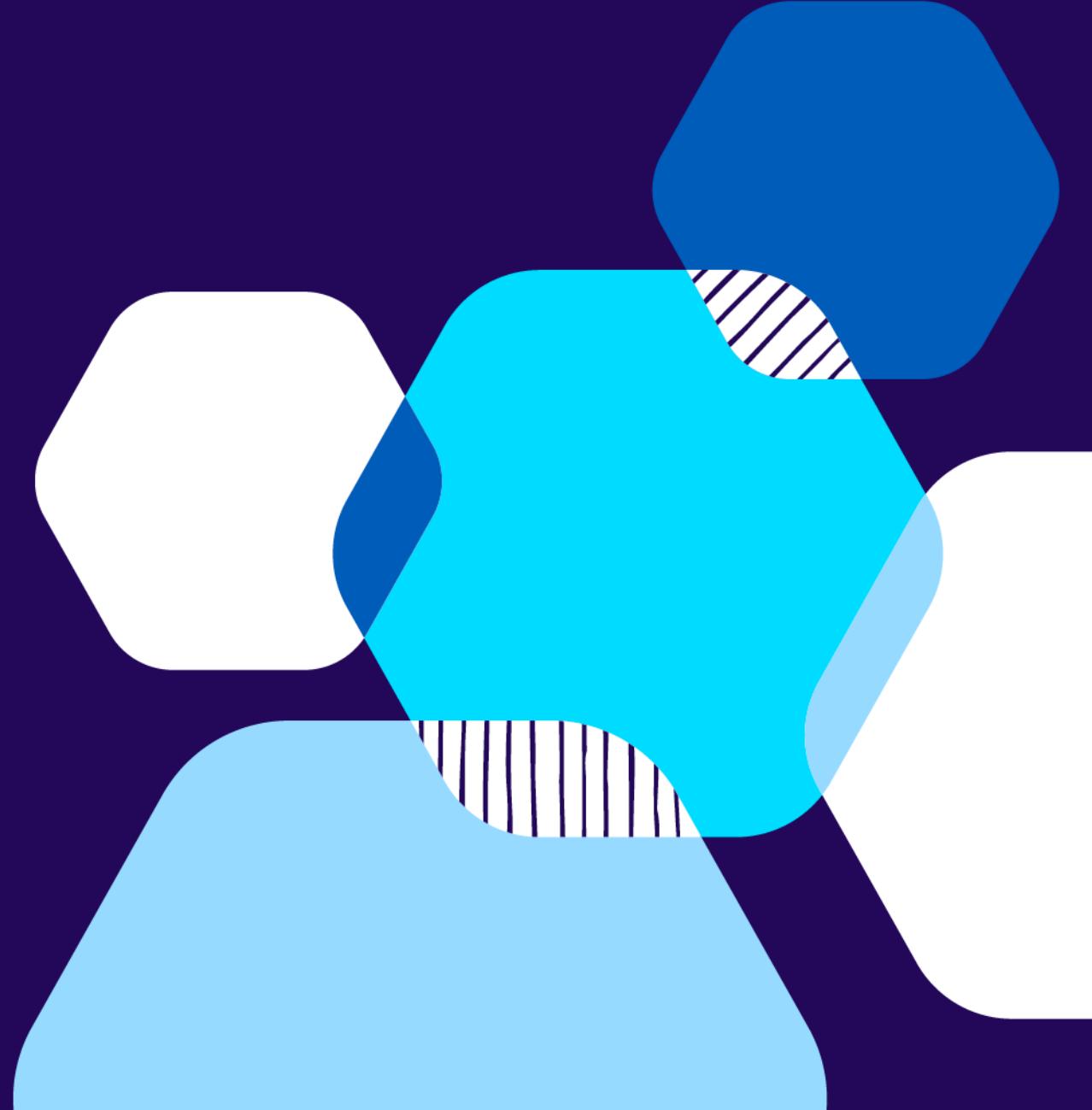
Your challenge – explain the water cycle in 20 words or less.

Example:

“Water evaporates, rises as vapor,
condenses into clouds, and falls as rain.
The cycle repeats.”

(16 words)

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

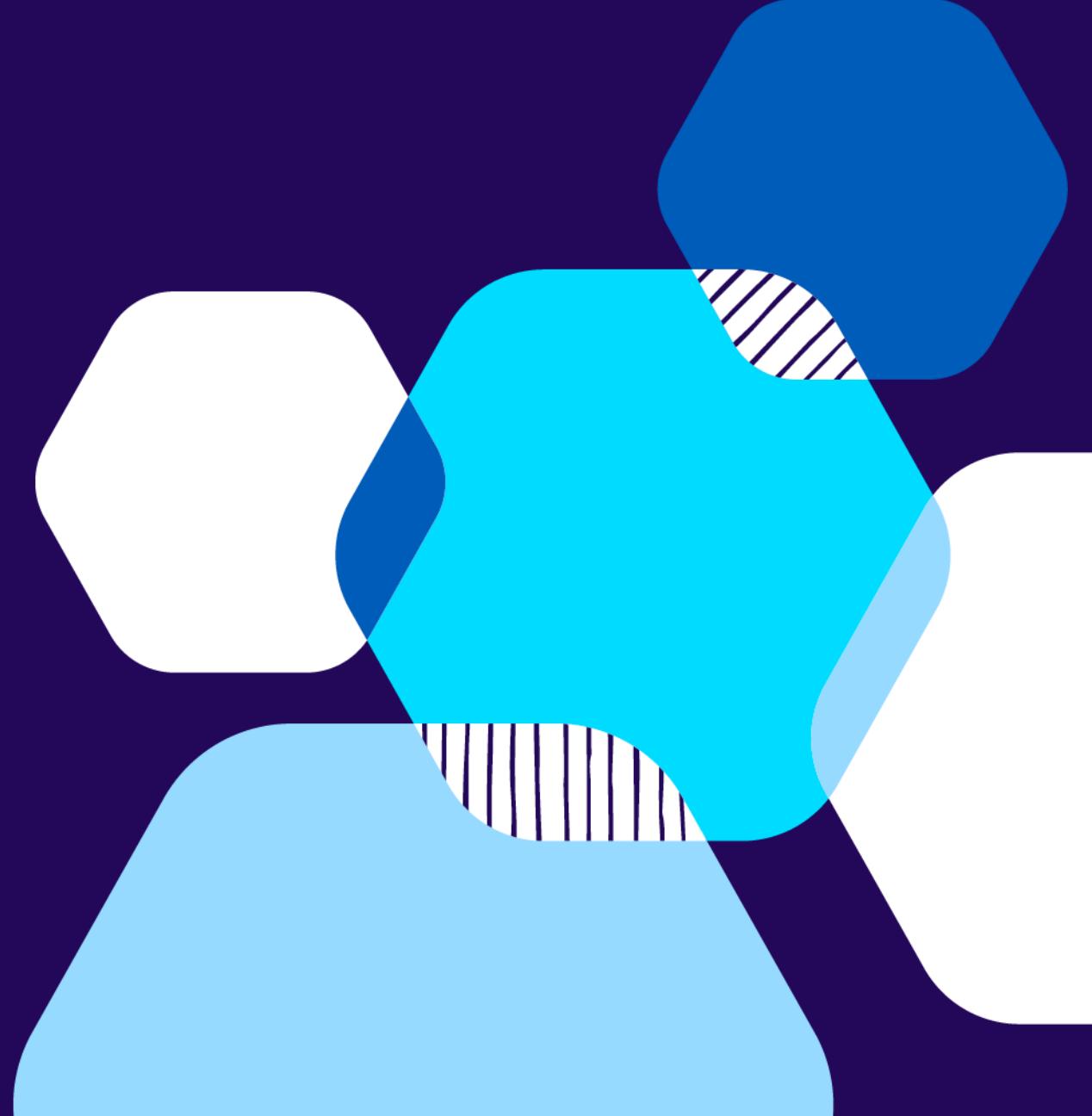
“I predict because” → Analysing

“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 (*interpréter, prédire, évaluer, synthétiser*)

Set 3 – *La terre* (Cycle 3)

Question jar

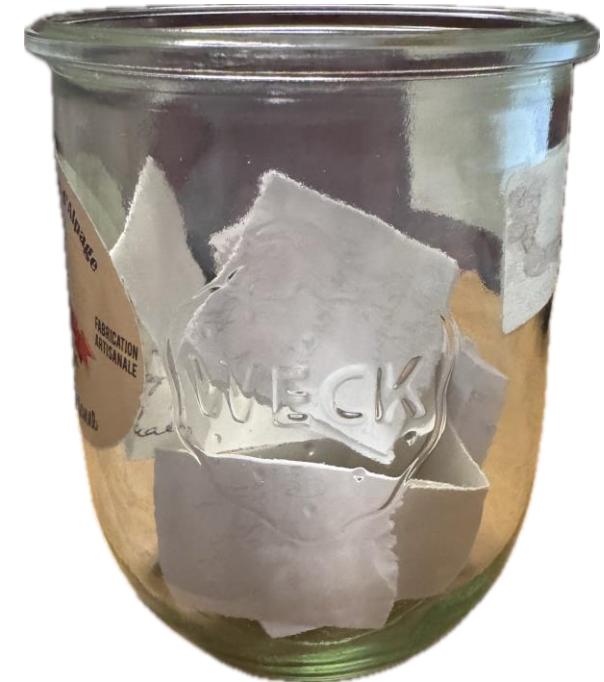
Story time in English – students write questions about ecosystems

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

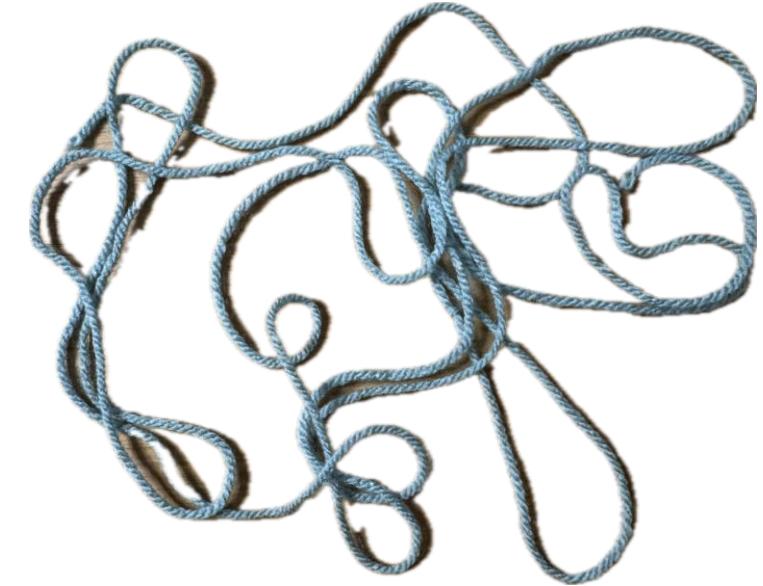
What would happen if all rabbits died?

Cause and effect language:

“The eats the” “If the disappears, then”

“This would affect because....” “As a result,”

“The sun provides energy for”



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Set 3 – *La Terre* (Cycle 3)

Word-Wall

Co-create it.

Possible categories:

Process words (observe, measure, compare)

Content words (ecosystem, predator, producer)

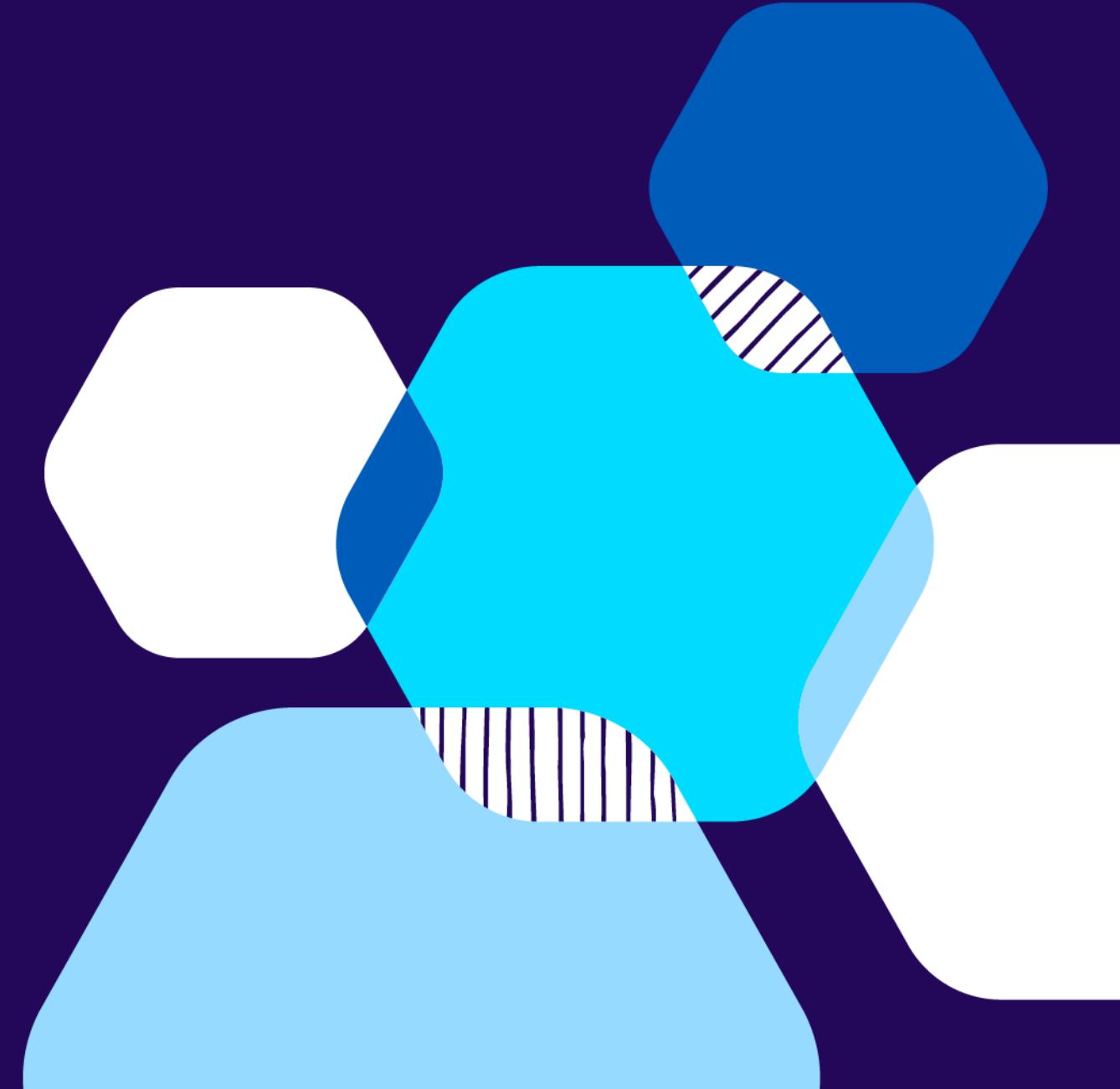
Connecting words (because, therefore, however)

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



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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 learning
- 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

I listened to my partners.

Always Sometimes Not Yet

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

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Strengths (Content):

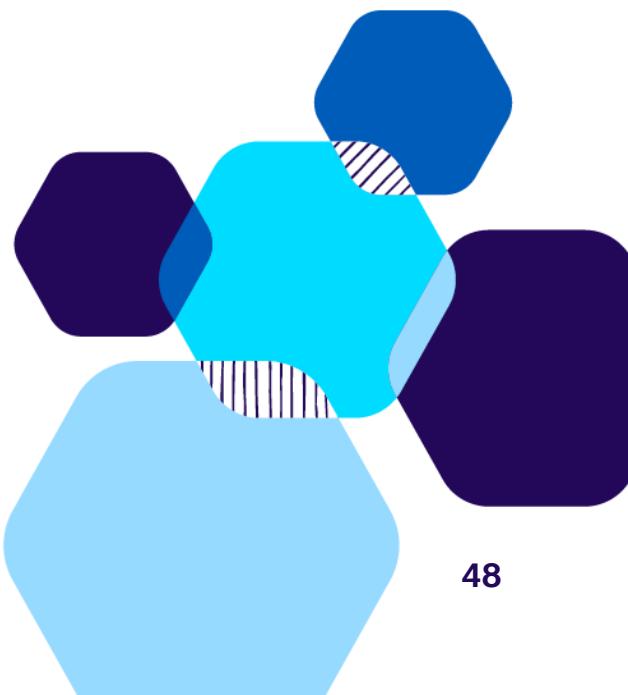
Strengths (Language):

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 

To receive your certificate



Please complete this feedback form:

<https://bit.ly/CLILscience>

If you submit the form, you will see a link to download a certificate of attendance.

If you have any questions, contact english.programmes@britishcouncil.fr