



# "DEVELOPMENT OF THE SOFT CLIL FOR THE FUTURE PERSPECTIVES OF IT SCHOOLS IN THE TERRITORY OF UZBEKISTAN"

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# OUTLINE

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What is CLIL?  
Soft CLIL

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English Code

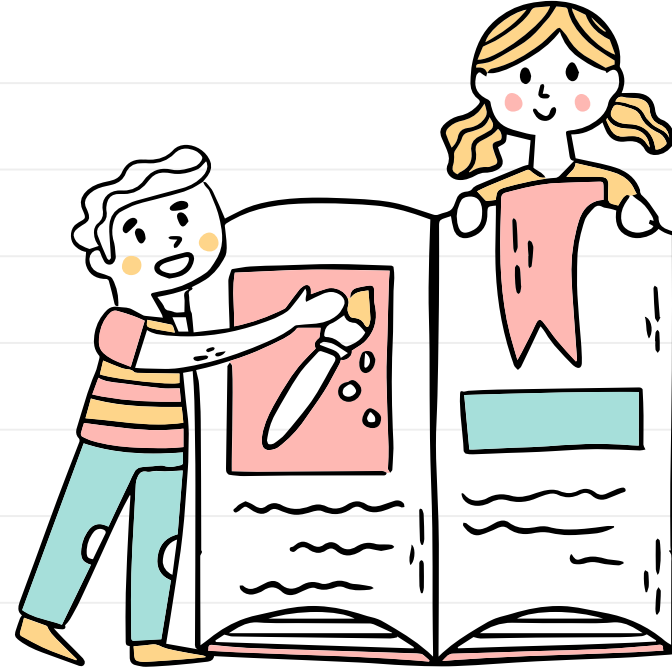
04



Summary

# INTRODUCTION

- Presidential decree of October 6, 2020, No.PP-4851 "On measures to further improve the education system in the field of information technology, the development and integration of scientific research with the IT industry"





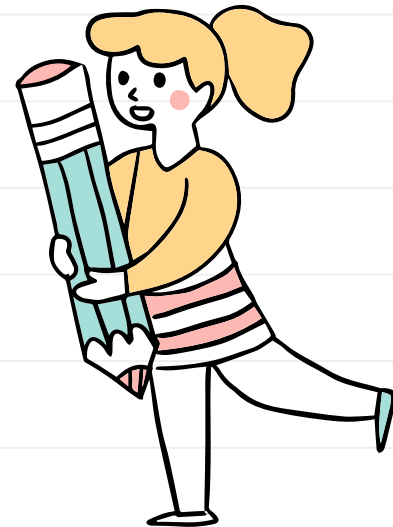
IT PARK

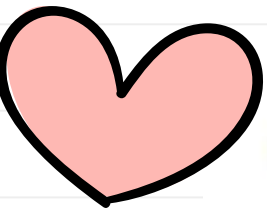
START local & GO global

## IT SCHOOLS IN UZBEKISTAN



- Piloting of the first project in 18 schools of Tashkent.
- After effective piloting and getting positive results, implementation of this project in 104 schools in Uzbekistan.
- Learning math, IT, robotics and STEM integrated language teaching project





The term CLIL was 'invented' by David Marsh, University of Jyväskylä, Finland in 1994

*"CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language."*



## **SOFT CLIL**

The soft version of CLIL is one in which the teaching and learning is focused *primarily* on language and so is language-driven.

A language-driven approach mean foreign language classes using more content than is typical of such programmes, or using didactic units which make greater use of subject-based content. The language-driven approach has *language learning* as its basic objective.

# WHY SOFT CLIL

## STEM INEGRATION

The basic focus is teaching language with slight integration of content

## TERMINOLOGY

Pupils will gradually prepare for STEM terminology and learn how to speak in foreign language

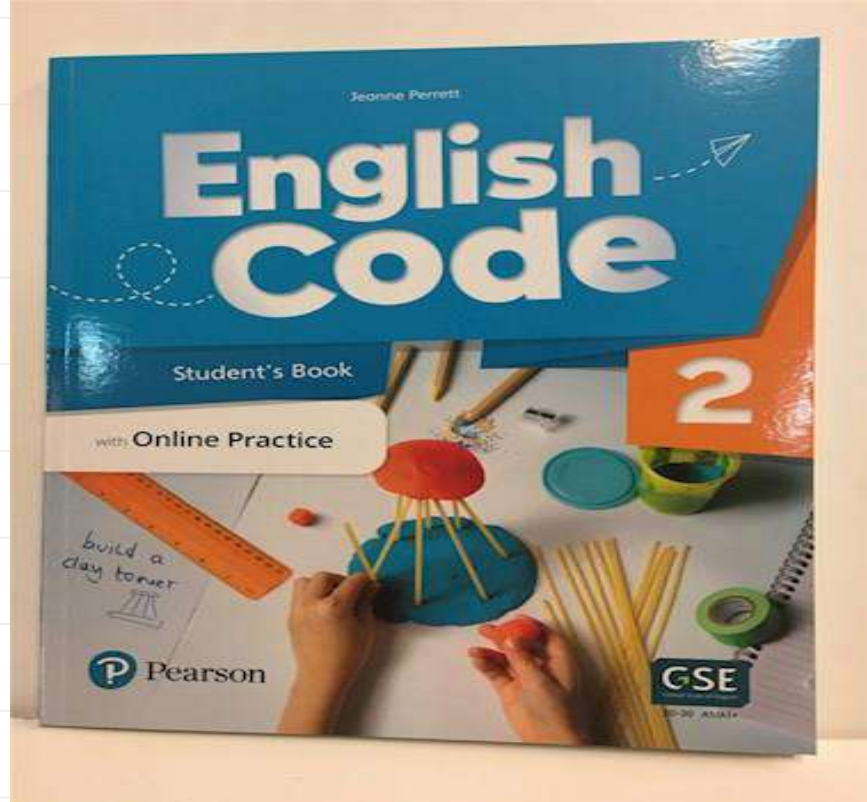
## CONTENT SUPPORT

By having soft CLIL pupils are going to have content support for other subjects



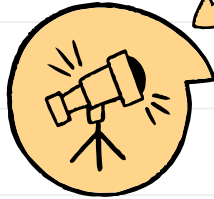
# The book that was chosen

- This book was chosen from Pearson series of book oriented on soft CLIL development in the STEM oriented schools.
- Age category from 8-12+
- The third book in the series of English Code



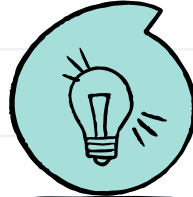


# WHY ENGLISH CODE 2



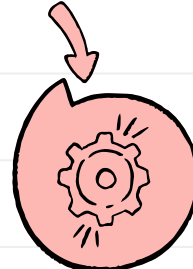
**IT IS NEW**

The book is brand new. It was published in 2020 and all topics are innovative and up to date



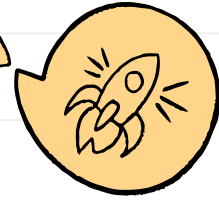
**LOGICAL CONTINUATION**

Kids English A1-A2  
English Code 2 A2



**CHOICE OF TECHNOLOGICALLY DEVELOPED COUNTRY**

Today Japan is using English Code for English teaching



**ALTERNATIVE ASSESSMENT**


Most assessment tasks are project oriented


## STEM SUBJECTS THAT ARE COVERED:


- Technology
- Engineering
- Science
- Math
- Biology
- IT technology
- Art and Design

**+** Watch a video about solids and liquids.

**1** Listen and read.

 waterfall  
Water is a liquid. It has no shape. It isn't round or square. It isn't hard. It isn't soft.

 rock  
A rock is a solid. It has a shape. Solids have different shapes. This rock is round. Some solids are soft and some are hard. This rock is hard.






  
Liquids and solids can change. This water isn't a liquid now. It's a solid.




**EXPERIMENT TIME**

How do some liquids change?

**1** Make a non-Newtonian liquid.

**YOU NEED:**



- 
-  CORNSTARCH  
450 grams
-  475ml
- 
- 

**a**  **b**  **c** 

# BOOK CONTENT

Unit	Unit aims	Vocabulary	Language lab 1
<b>Welcome!</b> pp. 4–9	<b>How can I talk about myself?</b> <ul style="list-style-type: none"> <li>Use months and seasons words.</li> <li>Talk about how old I am using <i>I am ... / You are ... / He is ...</i></li> <li>Talk about myself</li> </ul>	<b>Days of the week</b> <b>Months</b> <b>Seasons</b>	<b>Language Lab 1</b> I'm / You're / He's / She's / It's / We're / They're
<b>1 Out and about!</b> pp. 10–23	<b>How can I create a town guide?</b> <ul style="list-style-type: none"> <li>Use town words.</li> <li>Talk about my town using <i>like / don't like</i>.</li> <li>Describe places and things using <i>there is / there are</i>.</li> </ul>	<b>Places:</b> café, castle, farm, house, library, museum, park, playground, river, school, store, swimming pool	<b>Language Lab 1</b> I like parks. I don't like stores. Does she like playgrounds? He likes parks. She doesn't like stores.
<b>2 Day and night</b> pp. 24–37	<b>How can I talk about day and night?</b> <ul style="list-style-type: none"> <li>Use animal and daily routine words.</li> <li>Talk about daily routines.</li> <li>Ask and answer about daily routines.</li> </ul>	<b>Animals:</b> bat, cow, donkey, goat, owl, porcupine <b>Daily Routine:</b> brush my teeth, eat, go to school, sleep, wake up, wash my face	<b>Language Lab 1</b> I go to school. I don't go to school. Do you go to school? Yes, I do. / No, I don't.
<b>Checkpoint</b>	<b>Review Units 1–2</b>	<b>pp. 38–39</b>	
<b>Culture</b>	<b>Long nights, long days</b>	<b>pp. 40–41</b>	

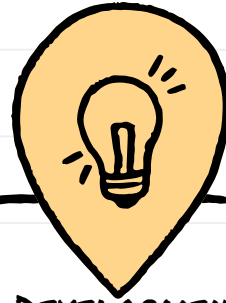
# BOOK CONTENT

Values	Phonics	STEAM	Language lab 2	Project and Review
Listen to your friends.	<p><b>a, e</b> bag, cap, cat, man, mat, pan, clap leg, pen, peg, pet, ten, wet</p>	<p><b>Engineering:</b> Building materials <b>Experiment:</b> Building a strong tower</p>	<p><b>Language Lab 2</b> There's a river. There are houses. There isn't a park. There aren't any farms.</p>	<p>Make a town guide.</p> 
Be prepared.	<p><b>i, o</b> bin, dig, hit, sing, sit, six dog, fox, hop, hot, jog, frog, stop</p>	<p><b>Science:</b> Space systems: the sun and earth <b>Experiment:</b> Finding out how the earth and sun move</p>	<p><b>Language Lab 2</b> He eats three bananas. He doesn't eat apples. Does he eat bananas? Yes, he does. No, he doesn't.</p>	<p>Do a day and night presentation.</p> 



### **PROBLEM- SOLUTION TASKS**

Code crackers are the best samples of problem solution tasks. Additionally, stimulates students imagination



### **DEVELOPMENT OF CRITICAL THINKING**

- Develop high order thinking
- The rest subjects are supported as pupils have background knowledge about most STEM subjects



# SUMMARY

- Integration of soft CLIL in the IT oriented classes might be first step into the CLIL implementation in the language teaching process of schools.
- The STEM-oriented curriculum is not focusing on only the language development of the children but also develops critical thinking, stimulates students' imagination, motivates them through creative projects, increases problem-solving and higher-order thinking.



# THANKS!

Do you have any questions?  
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