

Previously, we learned 4Cs of CLIL

Content

Cognition

Communication

Culture

# 3 Principles of CLIL - input, tasks, output

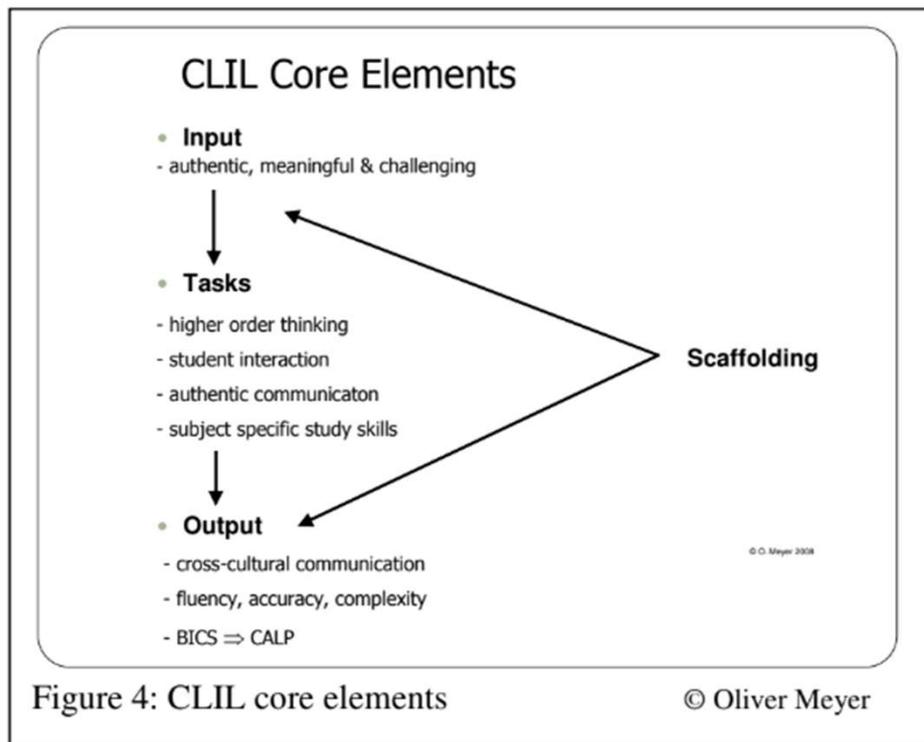


Figure 4: CLIL core elements

© Oliver Meyer

## Input

- ☐ authentic
- ☐ meaningful
- ☐ challenging

# Principle of CLIL - input, tasks, output

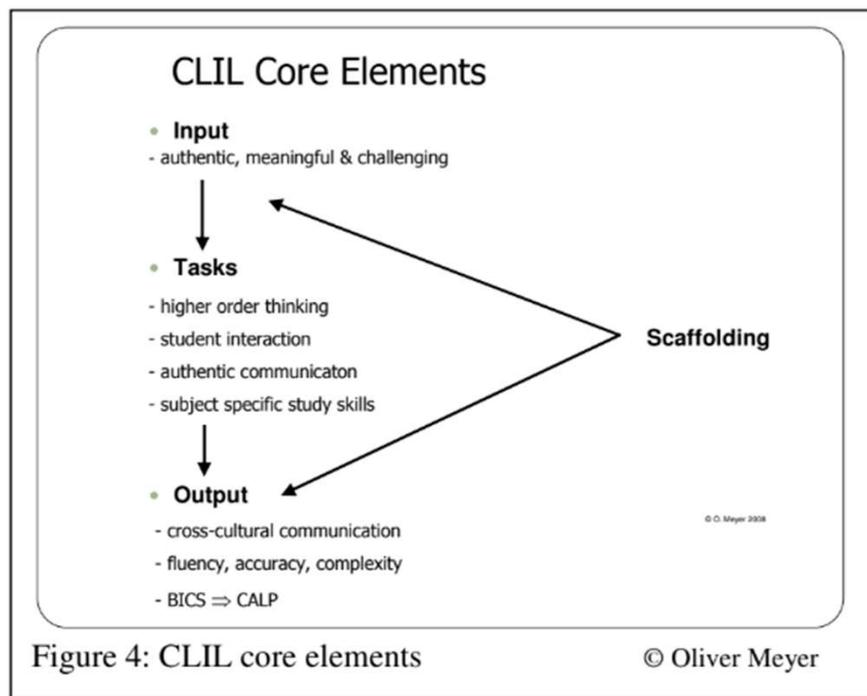


Figure 4: CLIL core elements

© Oliver Meyer

## Tasks

- ☐ Higher order thinking
- ☐ Student interaction
- ☐ Authentic communication
- ☐ Subject specific study skills

# Principle of CLIL - input, tasks, output

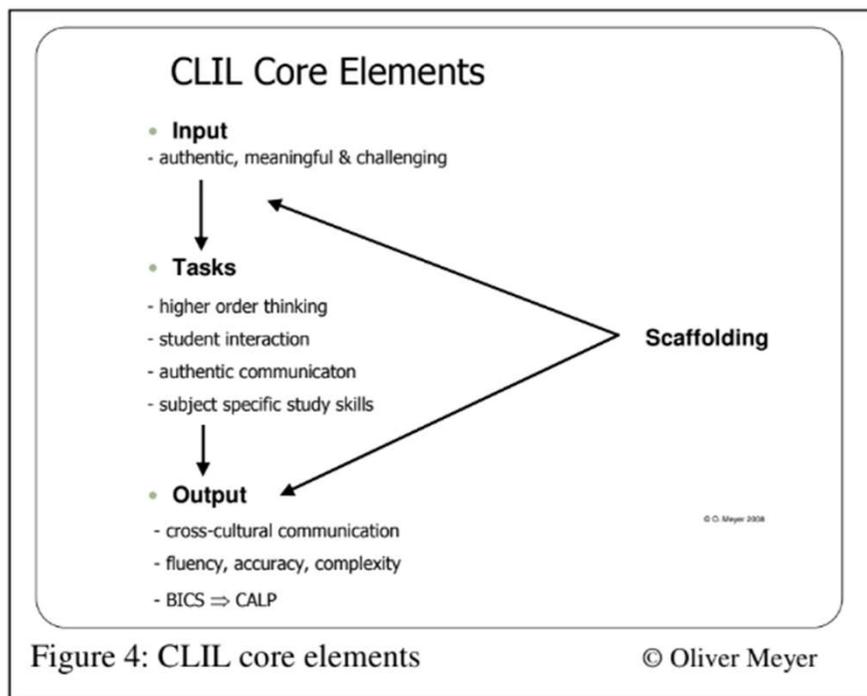


Figure 4: CLIL core elements

© Oliver Meyer

## Output

- ☐ Cross cultural communication
- ☐ Fluency, accuracy, complexity
- ☐ BICS => CALP

## Principle of CLIL - input, tasks, **output**

### **BICS (Basic Interpersonal Communication Skills)**

- Conversational fluency
- The ability to talk about objects or experiences in face-to-face and familiar contexts.

Source: [education.nsw.gov.au](http://education.nsw.gov.au)

Principle of CLIL - input, tasks, **output**

**CALP (Cognitive academic language proficiency)**

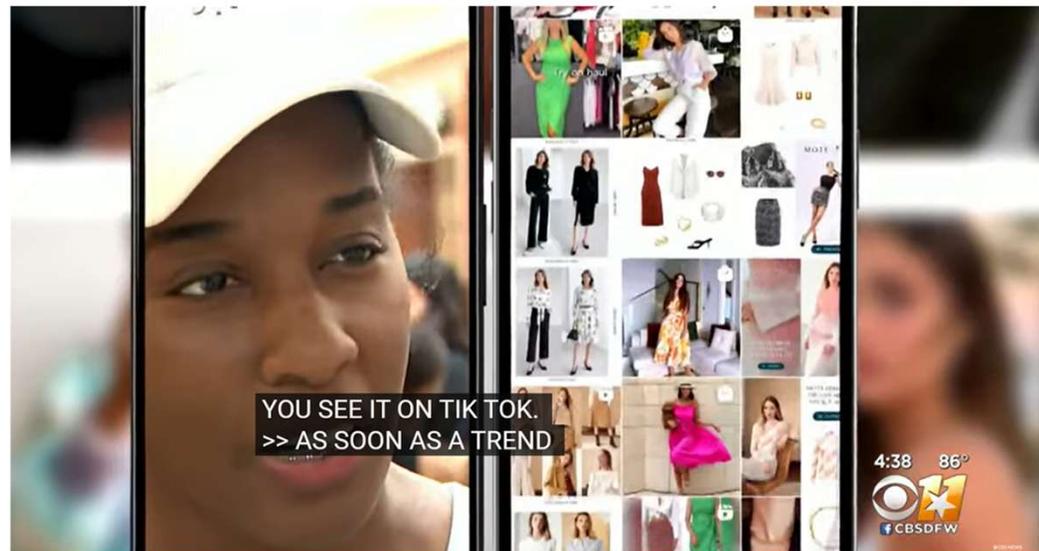
- The oral and written language needed to succeed in school subjects.

Source: [education.nsw.gov.au](http://education.nsw.gov.au)

## How fast fashion harms the environment

### Input

- authentic
- meaningful
- challenging



<https://www.youtube.com/watch?v=BTFzLn2y0cM>

## Task 0: Watch and answer the questions.

- Higher order thinking
- Student interaction
- Authentic communication
- Subject specific study skills

# Watch and answer the questions.

1. Which of the following factors contributes most to the increase in clothing consumption over the past 18 years?

A Consumers are seeking higher quality, organic clothing.

B Consumers are more environmentally conscious about their purchases.

C Consumers are influenced by social media trends and fast fashion.

D Consumers are repairing and mending their clothes more often.

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1

**Main room**

Sasiporn Phongploenpis, 18/11/2567

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2

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Watch and answer the questions.

**2. What percentage of the clothing purchased by the surveyed students was never worn?**

- A 15%
- B 20%
- C 25%
- D 33%

<https://www.youtube.com/watch?v=BTFzLn2y0cM>



Watch and answer the questions.

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3

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4

**Main room**

Sasiporn Phongploenpis, 18/11/2567

# Watch and answer the questions.

3. Which of the following best describes the focus of Professor Marianne Cairns' research?

- A Improving labor conditions in the fashion industry.
- B Promoting locally sourced and sustainable clothing options.
- C Analyzing the environmental impact of the global fashion industry.**
- D Studying the social pressures that drive fast fashion consumption.

<https://www.youtube.com/watch?v=BTFzLn2y0cM>



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## Watch and answer the questions.

**4. What is the primary recommendation made in the video for consumers to be more mindful of their clothing consumption?**

- A Participating in clothing repair workshops.
- B Avoiding fast fashion trends and brands.
- C Buying higher quality, long-lasting clothes.
- D Considering the true cost of clothing production.

<https://www.youtube.com/watch?v=BTFzLn2y0cM>



**10,931**  
**new items**

**\$754,239**



6

Main room

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7

**Main room**

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# Watch and answer the questions.

**5. How much clothing does the average American throw away each year, according to the video?**

- A 50 pounds
- B 60 pounds
- C 70 pounds
- D 81 pounds

<https://www.youtube.com/watch?v=BTFzLn2y0cM>

Fast Fashion

**10,931**  
new items

**\$754,239**

**UNT** COLLEGE OF  
MERCHANDISING  
HOSPITALITY  
& TOURISM  
EST. 1890

500 85\*

500 85\*

8

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10,931 new items

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9

**Main room**

Sasiporn Phongploenpis, 18/11/2567

Watch and answer the questions.

**6. Based on the information provided, how often do the surveyed students typically order new clothing online?**

- A Once a month
- B Twice a month
- C Once a week
- D The video does not specify.

<https://www.youtube.com/watch?v=BTFzLn2y0cM>



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Main room

Sasiporn Phongploenpis, 18/11/2567

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Main room

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# Watch and answer the questions.

**7. What is identified as the main driver behind the high level of clothing waste?**

- A Lack of clothing repair education and services.
- B Poor quality of fast fashion items.
- C Overproduction by the clothing industry.
- D Social pressure to constantly buy new clothes.

<https://www.youtube.com/watch?v=BTFzLn2y0cM>



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**Main room**

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10,931  
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# Task 1: Provide a summary of the VDO

## Sample Answer: Remember (Lower order thinking)

In the video, the issue of overconsumption in the fashion industry is explored, with people buying more clothes than ever before and discarding them quickly. The fast fashion cycle is contributing to environmental pollution and exploitation of workers. Experts suggest that consumers should rethink their buying habits and consider the true cost of clothing on the environment and laborers.

<https://www.youtube.com/watch?v=BTFzLn2y0cM>



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1. breakout rooms
2. group of four
3. via chat box (summary with team members'names)
4. other form of summary (i.e. diagram, picture with captions?)

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# Task 1: Provide a summary of the VDO

## Remember (Lower order thinking)

### Grammar

- Present Simple: S. + V1 (s, es)
- Modal Verb: S. + should + V1 (inf.)

### Verb

- Discard
- Contribute
- Suggest
- Consider

### Noun/Phrase

- Overconsumption
- Fashion industry
- Environmental pollution

### Expression:

- In conclusion,
- To sum up,

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## Task 2: Create an awareness campaign

**Instructions:** Using the information from the video and your additional research, create a poster that:

- Highlights one major issue caused by fast fashion (environmental impact, worker exploitation, or consumer habits).
- Includes at least one fact, one statistic, or one quote related to your chosen aspect.
- Encourages viewers to rethink their fashion choices with a simple, impactful message.

<https://www.youtube.com/watch?v=BTfzLn2y0cM>



**Slide 64**

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main room, giving instructions (T2 and T3)

breakout rooms, creating poster (15 mins) and preparing for the presentation (5 mins).

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# Task 3: Present Your Campaign (Poster)

**Instructions:** Present Your Poster (2-3 minutes). Be prepared to briefly explain your poster to the class.

## Share:

- Why you chose your specific focus (environment, workers, or consumer habits).
- A summary of your research.
- Your poster's message and why you think it's important.

<https://www.youtube.com/watch?v=BTFzLn2y0cM>



## Task 1: Provide a summary of the VDO.

- Higher order thinking
- Student interaction
- Authentic communication
- Subject specific study skills

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Reflection - main room

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## Task 2: Create an awareness campaign

- Higher order thinking
- Student interaction
- Authentic communication
- Subject specific study skills

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Reflection: Main room

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## Task 3: Present Your Campaign (Poster)

- Higher order thinking
- Student interaction
- Authentic communication
- Subject specific study skills

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Reflection : Main room

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# Output

- ❑ Cross cultural communication
- ❑ Fluency, accuracy, complexity
- ❑ BICs => CALP



# Output: Cross Cultural Communication

## How?

- This lesson explores global issues like **fast fashion**, encouraging students to understand **diverse perspectives**, appreciate **different cultural impacts**, and communicate **shared solutions** in English.

<https://www.youtube.com/watch?v=BTFzLn2y0cM>



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**Main Room - Explanation**

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# Output: Fluency

- Continuous practice of English through class discussions on fast fashion and environmental issues.
- Opportunities to articulate ideas in real-time, boosting spontaneous language use.
- Encouraging expression of personal opinions and engaging in peer interactions.

<https://www.youtube.com/watch?v=BTFzLn2y0cM>



## Output: Accuracy

- Focused use of vocabulary and terminology related to sustainability, consumerism, and environmental impact.
- Emphasis on correct grammatical structures while presenting ideas on global issues.
- Providing feedback to help students refine and accurately convey their points.

<https://www.youtube.com/watch?v=BTFzLn2y0cM>





# Output: Complexity

- Analyzing multi-dimensional aspects of fast fashion (e.g., environmental and social impacts).
- Encouraging students to create and present solutions, using various sentence structures and ideas.
- Integrating cross-cultural perspectives, helping students navigate complex discussions and refine critical thinking.

<https://www.youtube.com/watch?v=BTFzLn2y0cM>



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Reflection - Main Room

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## Output: BICs => CALP

- BICS (Basic interpersonal communication skills)
  - a. Conversational fluency – the ability to talk about objects or experiences in face-to-face and familiar contexts.
- CALP (Cognitive academic language proficiency)
  - a. The oral and written language needed to succeed in school subjects.

Source: [education.nsw.gov.au](http://education.nsw.gov.au)



# Output: Shift from BICs to CALP

## Transitioning from Everyday Language to Academic Language

The lesson starts with conversational language on familiar topics like shopping habits, then moves to academic terms like "sustainability," "consumerism," and "environmental impact," helping students bridge basic language to more academic vocabulary.

<https://www.youtube.com/watch?v=BTFzLn2y0cM>



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Reflection - Main Room

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# Output: Shift from BICs to CALP

## Encouraging Structured and Academic Communication

Students are tasked to present researched ideas on fast fashion's impact, requiring structured arguments, evidence use, and explanation, a leap from conversational BICS to the academic, nuanced language of CALP.

<https://www.youtube.com/watch?v=BTFzLn2y0cM>





# Output: Shift from BICs to CALP

## Building Conceptual Understanding Through Content

Through content on global issues, students progress from discussing daily experiences to tackling complex concepts. This fosters language that supports academic discussion, critical thinking, and informed opinions, essential for CALP development.

<https://www.youtube.com/watch?v=BTFzLn2y0cM>





# Wrapping Up!

See you next week!

