



# CLIL – “HANDS-ON”

*Difficulties of CLIL and how to overcome them*



# Difficulties of CLIL and how to overcome them

## ■ DIFFICULTIES:

- student's discrepancy between cognitive and linguistic abilities (to know WHAT to say, but not HOW to say it in English)
- the fear to talk about a difficult topic in front of a new group (in English!)

## → How to overcome these problems:

- ✓ start the day with an ice breaker
- ✓ introduce the most important words & phrases beforehand
- ✓ integrate ideas & methods from language didactics
- ✓ Keep it simple! Less is more!



# 1. Start the day / lesson with an ice breaker

- The first lesson / 45 minutes of a CLIL day should start with a game or activity which makes sure that the students get to know each other and speak as much as possible in a relaxed atmosphere.
  - IDEAS:
    - **Speed-Dating** (double circle, 90 seconds, talking about yourself)
    - **Taboo** or **Splat** (2 mixed groups, words that have something to do with Europe / culture, e.g. „Angela Merkel“, „train“, „Dutch“, „bear“, „ESC“ → Splat = pictures on the black board, 2 students hit them with a fly swatter)
    - **Find someone who...** (grid with ~16 slots, e.g. find someone who has two brothers / has visited another continent... → who finishes first?)
- This way, students will not only activate their English competencies & get to know the others better, but also reduce their fears to talk in the group 😊



## 2. Introduce most important words & phrases beforehand

- Two possibilities:
  - Send a list of words 1-2 weeks in advance and ask students to learn them. (Refresh the words in the lesson with a vocabulary game, e.g. **TIC TAC TOE** – 2 groups, explain a word to get a point – or **BINGO** – 16 squares, 2 rounds, 1st picture..., 2nd English – or **4 CORNERS** (4 people, 4 corners, move if you know it)
    - + *If you have difficult words, you can save a lot of lesson time.*
    - + *It's easier for weaker students who have problems remembering foreign words in the lesson.*
      - *Only 1 group can do it this way; otherwise, it is too much to remember & students will get bored.*
      - *Some students won't learn the words.*
  - Use the beginning of your lesson to introduce new words. (Explain the words in English (!) using pictures, examples or pantomimes. Don't forget spelling & pronunciation. Possibilities: teacher's presentation, **mix & match tasks** (on a paper, with movement), **quiz**)
    - + *All students will learn the words.*
    - + *You don't have to plan everything in advance.*
      - *You'll have to use ~15 minutes of your lesson, so make it motivating.*

But REMEMBER: Not more than ~15 new words per day!



### 3. Integrate ideas & methods from language didactics

- **CLIL** (= content *and language* integrated learning) → CLIL is a combination of a certain subject (e.g. history, geography, biology) AND a foreign language → use some lesson time to work the language + use ideas & methods from language didactics to make this happen
- for example:
  - **visualization** (pictures, mind map / concept map, charts, graphs, numbers)
  - provide **language help** for understanding and producing texts
    - word lists / sentence starters / mix & match phrases
    - scaffoldings (= many language support systems in the beginning → less & less over time)
  - **4-step reading technique:**
    1. Pre-reading activity (goal: activate knowledge; e.g.: headline → predict what happens...)
    2. Global understanding (What's the essence of the text?) / 3. Detailed understanding
    4. Post-reading activity (goal: deepen understanding & work with content; e.g.: creative writing)
  - **Task-based language learning** (= focus on completing a meaningful task using authentic language, e.g. conducting an interview, calling customer service, visiting a doctor...)
  - **fluency over accuracy** (Let the student's know that they're allowed to make mistakes. Communication is the goal. BUT: Correct mistakes.)



## 4. Keep it simple! Less is more!

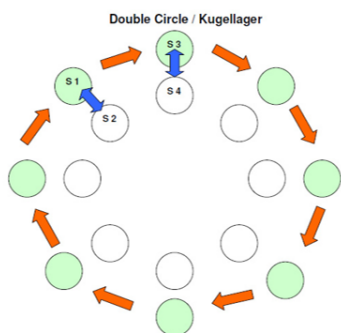
- The good news is: in a CLIL lesson, students learn two things: content + language / The bad news is: since students cannot just learn double as much in one lesson, the content has to be reduced (*a great deal!*)
  - *Reduce the content to the core / the essence only.*
  - *Language of lesson material should be as easy as possible.*
  - *Slow down & intensify your lesson.*
  - *Work with examples.*
- To put it in a nutshell: Reduce the content of your lesson and when you think there's nothing left, reduce a bit more 😊 → student's can concentrate on the core / the essence only.



# Model Lesson: 0. Ice Breaker



## Speed-Dating



1. Form a double circle and find a partner.
2. Tell your partner about yourself (name, home town, about your family, pets, hobbies, interests, favourite music...).
3. After **90 seconds**, you swap roles.
4. Then: outer circle moves clockwise.
5. Listen carefully! There will be **7 lies** you need to find!



## Speed-Dating



My name is.../ I'm...

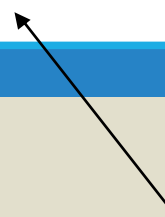
I'm from.../ I live in.../ My home town is...

I've got a sister/ two brothers/ a horse/ a rabbit/ fishes...

My hobbies are swimming/ reading/ meeting friends/  
travelling/ playing soccer/ listening to music/ sleeping...

I like to.../ I don't like to.../ I love.../ I hate...

This week I would like to.../ I'm here in Zwickau, because...



sentence starter

# Model Lesson: 1. PRE-activity



fluency over accuracy

What's important to you, when you go on holiday?

having fun

having fun & discovering something new

having fun, discovering something new, relaxing & protecting the environment

having fun, discovering something new & relaxing

introduces the topic

gets student's to talk

activates knowledge & vocab





# Model Lesson: 2. GLOBAL understanding




## How does tourism affect the environment?

In your groups, have a look at the picture and find situations in which the environment is affected<sup>1</sup> by tourism. Write down key words<sup>2</sup> on the arrows<sup>3</sup> and point them to the specific situation. (12 minutes)

<sup>1</sup>to affect = to have an effect on / to make a difference to

<sup>2</sup>key words = only a few (important) words

<sup>3</sup>arrow = 



littering  
(= to throw away garbage)

keeping it simple

language help


visualization

support cards



# Model Lesson: 3. DETAILED understanding

Each group of five gets a speech bubble with a provocative (non-sustainable) statement. The students give their view on the topic by commenting the statement on a blank speech bubble.





## SPEECH BUBBLES

---

Read your speech bubble<sup>1</sup> and react by writing your opinion on the blank<sup>2</sup> speech bubble. (10 minutes)

- ❖ Justify your opinion. (= *Why do you think so?*)
- ❖ Give a suggestion for improvement. (= *What needs to be done to make the situation better (for the environment)?*)

<sup>1</sup> speech bubble =   
<sup>2</sup> blank = empty 

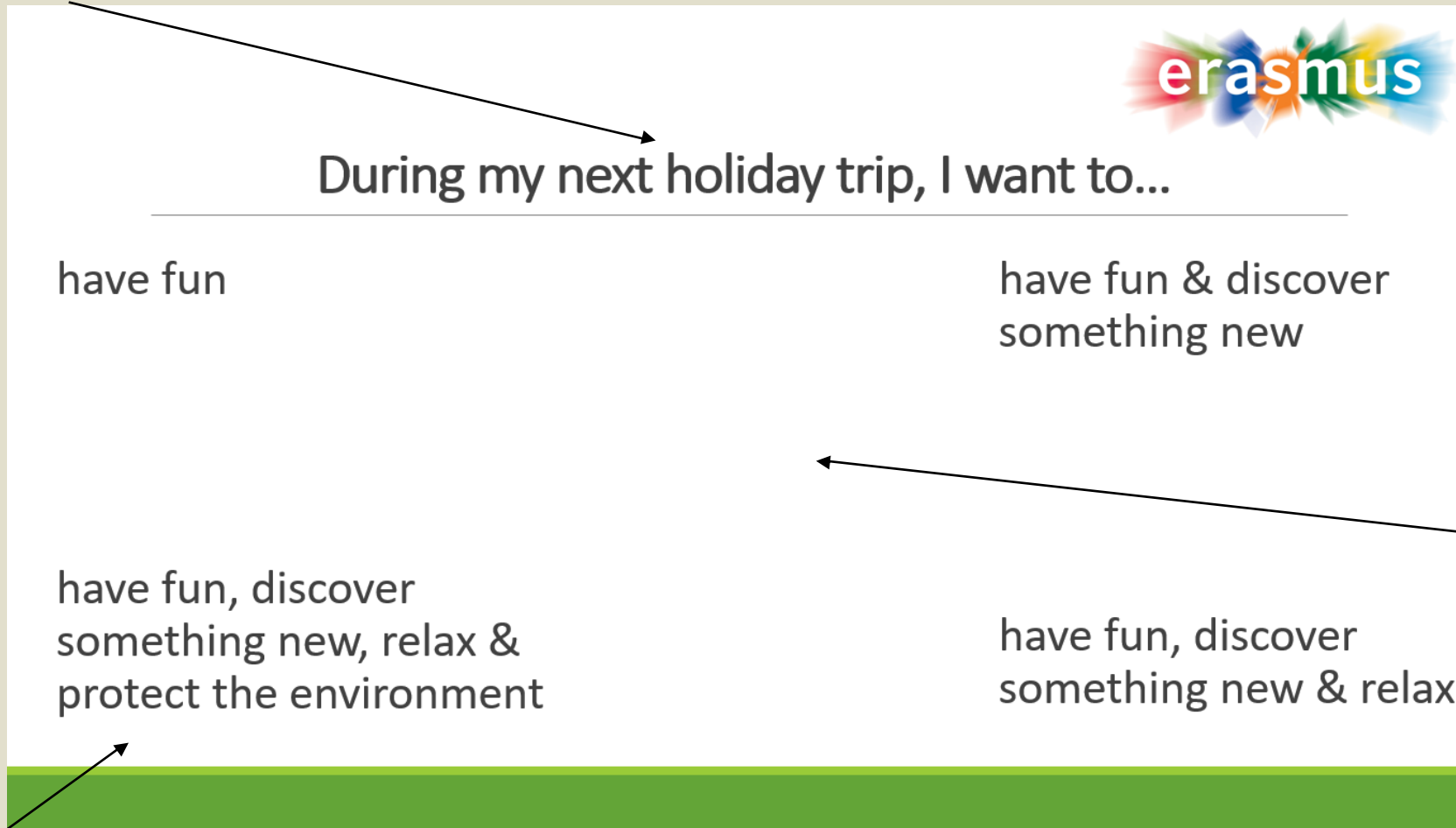
keeping it simple


visualization

Today's highlight: ALL  
YOU CAN EAT & DANCE  
– unlimited buffet & open-  
end disco and beach party.

# Model Lesson: 4. POST-activity

fluency over accuracy





During my next holiday trip, I want to...

have fun

have fun & discover something new

have fun, discover something new, relax & protect the environment

have fun, discover something new & relax

Building a bridge to the lesson's introduction

Moving / activate students / encouragement to talk



# YOUR TURN 😊

- With a partner, create your own CLIL lesson. (*60 minutes*)
- Topic: „Wie Globalisierung / Tourismus das kulturelle Erbe beeinflusst. Tourismus beeinflusst Kultur in zwei Richtungen. Erhalt bestimmter Brauchtümer.“ (*How globalisation / tourism affects the cultural heritage. Tourism affects culture in two ways. Preservation of certain customs / traditions.*) (Zwickau, Dec 18)



# Presentation & Evaluation

Let's present your ideas!

*(The others: Give feedback, please.)*

September 2018, M. Kirch

