



CLIL

CLIL lessons should be:

Meaningful – focus on real life or global problems.

Challenging – the subject topics need to be
informative and teach the students something
new.

Authentic - but the material must be adapted to
suit the learner.



In CLIL Lessons...

- The subject comes first - the language you need to use depends on the subject.
- The four skills (reading, writing, listening, speaking) are used in lessons.
- Generally less subject material will be covered per lesson.
- Learning is active whenever possible.
- Learning needs to be supported and structured.
- Close co-operation between teachers is important.

CLIL Lesson Structure



Processing the text (Pre-reading and Reading) – students are pre-taught vocabulary, read information and look at visuals and diagrams to receive information.

Identification and organisation of knowledge (Post-reading) – students label a diagram, put events in order, categorise information, fill in flow-charts, etc.

Language identification (Production) – students must then reproduce what they have just read in their own words. They could explain it to a partner, present it to the class or discuss it in group.

Giving instructions

- step by step
- use simple, direct language
- keep them short
- use pictures if necessary
- provide an example
- model the activity (involve students if possible)
- ask one or two students to repeat the instructions to you. Use questions to ensure they fully understand.



Difficulties with CLIL:

Students learning a subject through Italian:

The students can understand the subject easily.

They are only learning new

concepts and

information.

They can talk about the

subject without

difficulties with

vocabulary and grammar.

Students learning a subject through English:

The students have problems understanding the

subject.

They are learning new

concepts, information

and language points.

They won't be able to talk in

groups without help.

What are the advantages of CLIL programmes?

- We learn best through context - CLIL is always context focused.
- Language is introduced naturally. It's real and useful.
- Learners and teachers bring existing skills and understanding to new areas.
- CLIL creates an authentic need to use English – motivating!
- Lessons will be varied and meaningful. Students are usually graded on subject knowledge rather than accuracy.
- Exposure to a lot of language will help students recognise patterns.
- Learners learn through doing.



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The CLIL Teacher needs to:

- ✓ Make links between language and content.
- ✓ Use techniques and strategies from many subjects eg: graphs, diagrams, maps, models.
- ✓ Give students tasks to do (sequencing, data collection etc) and instruct/ demonstrate through English and ensure students carry it out through English.
- ✓ Use subject course books and curricula to ensure content is ordered and logical.
- ✓ Make learning active – turn a long written task into a project. Make reading communicative and interactive, and connect it to an active task.
- ✓ Increase levels of concept checking. Do the students understand the vocabulary? Can they put the information in their own words by the end of the lesson.
- ✓ Use visual aids, logical progression, speaking frames, pre-teaching methods.
- ✓ Predict the language that students will struggle with.

Post-Reading / Listening Tasks for students



Suggested post-reading tasks might be:

- Read/Listen and label a diagram/picture/map/graph/chart
- Read/Listen and fill in a table
- Read/Listen and make notes
- Read/Listen and reorder the information
- Read/Listen and identify location/speakers/places
- Read/Listen and label the stages of a process
- Read/Listen and fill in the gaps in a text

Spoken Production Tasks



- Matching activities:
 - questions and answers
 - terms and definitions
 - halves of sentences
- Information gap activities
 - Trivia search - 'things you know' and 'things you want to know'
 - Word guessing games
 - Class surveys using questionnaires
 - 20 Questions
 - Students present information using visuals

Look at the handout again...



What task would you use to pre-teach the vocabulary?

What words or ideas need pictures and diagrams?

What visuals and/or media would you use?

Look at the handout again...



What task would you use to pre-teach the vocabulary?

What words or ideas need pictures and diagrams?

What visuals and/or media would you use?

What vocabulary would you pre-teach?

What language would students struggle with?

Look at the handout...

