# Canquage Schools

#### CLIL

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Meaningful – focus on real life or global problems.

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

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.

Cining instructions

shy by shep we simple, direct language keep them short

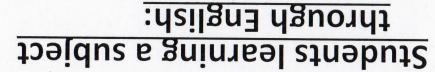
- provide an example

model the activity (immore students if possible) guestions to ensure they fully understand.

then reproduce what they have just read in their own



#### Difficulties with CLIL:



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.

### 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.

## What are the advantages of CLIL progammes?

- 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
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- 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

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



## ... niege tuobned adt te Aood

What task would you use to pre-teach the

What words or ideas need pictures and diagrams?

What visuals and/or media would you use?



### ... niege tuobned adt te Aool egain...

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...

What language would students struggle with?

What vocabulary would you pre-teach?