Advise

○ Tip for cross-curricular cooperation between subject and language teachers

Before the lesson: The language teacher helps the subject teacher to think about specific language aims to be assessed in the assignment.

Box 6.2a: Complete a rubric

Brainstormed criteria for a speaking project in history: a PowerPoint® presentation to a German commandant justifying the use of gas in the First World War:

Example subject criteria	Example language (speaking) criteria	Example task-specific (presentation) criteria
Clear introduction about gas	Pronunciation	Attention-grabbing start –*kekeny zangive*
Correct information (dates, events)	Intonation	Enthusiasm
Complete information on how gas was used and by whom	Word stress	Visual support points
Reasons why the use of gas can be justified	Correct grammar	Props (real objects)
Reasons why its use cannot be justified	Variety of grammar forms	Eye contact
Clear conclusion about gas	Variety of vocabulary	Body language
...	History vocabulary	Audience involvement
...	Variety of linking words	Amount of text on PowerPoint slides – not too much or too little
	Fluency	...
	Use of language which persuades well	
	...	

Box 6.2b: Complete a rubric

Empty rubric

Task:................

Class:................   Date:................

Criteria	Descriptors			
	4	3	2	1
	This column describes an excellent piece of work (Yes!)	This column describes a good piece of work (Yes, but ...)	This column describes a piece of work that is not really up to standard (No, but ...)	This column describes a piece of work which is definitely not up to standard (No!)
correct dates				
reasons and justifying				
creative speaking				
language -correct grammar				
additional (links to previous project				

6.3 Correction code

Outline Learners receive feedback on their work (language) with a correction code.
Thinking skills Analysing
Language focus Any
Language skills Writing
Time 20–30 minutes
Level A2 and above
Preparation Prepare a handout like the one in Box 6.3a for each learner explaining your correction code.

Procedure

1 Give each learner a copy of your correction code.
2 Help your learners to understand the correction code by writing some examples of mistakes and the relevant code on the board. Ask them to improve the sentences. Alternatively, ask learners to complete a task like the one in Box 6.3b for history, using the codes and correcting the mistakes.
3 Project an example of a learner's written work on a digital whiteboard /data projector. Use the correction code to edit the text. Avoid providing the correct answer; simply identify the type of mistake.
4 Hand back the writing task you have marked using your correction code. Learners try to correct their own mistakes. Answer any questions they have.

Box 6.3a: Correction code

Example of correction code

Code	Meaning	Example
☺	Well-written section: apt and clear	The French Revolution started in 1789.
V	Vocabulary: find a different word for this	The revelation started in 1789.
T	Correct the tense	The revolution has started in 1789.
WO	Change the word order	The revolution in 1789 started.
WP	wrong phrase	The revolution of France.
Sp	Try spelling this again	The revalution started in 1789.
P	Correct the punctuation	The Revolution started in 1789
S	Style is a problem	The revolution kicked off in 1789.
∧ (that)	Put in the missing word	The revolution started 1789.
X	There is an extra word (mavie)	The revolution started in the 1789.
?	Meaning is unclear	The revolution which started was 1789.
/	Split word or sentence up	The Frenchrevoluation started in 1789.

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Box 6.3b: Correction code

Correction task for history: The French Revolution

Common mistakes	Code	Correct sentence
The revelation started in 1789.	V	The revolution started in 1789.
The revolution has started in 1789.		
The revolution in 1789 started.		
The revalution started in 1789.		
The Revolution started in 1789.		
The revolution started in the 1789.		
The revolution which started was 1789.		
The revolution started 1789.		
The revolution kicked off in 1789.		

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Box 6.3c: Correction code

History: First World War

Learners have written a letter from a soldier in the trenches to his family at home.

_ Mom, dad and lovely sister,	^ , P
I can't hide it anymore, it is too hard to be here without telling you. I am really sorry, but I	
lied. I am not at a boarding school, but I am at the army. I know you wouldn't accept it,	V, T
that's why I didn't told you anything. The teacher at school (Mister Webber) said that we	T, S
needed to serve our country by going into the army and that we would be honred a lot if the	☺, Sp
war would be over. I signed _ for the army with a lot of my friends, and now I need to serve	T, ^
the army till the war is over. I really want to go home, but I can't anymore. With my friends	/
I'm now fighting against the Germans in the trenches. It is horrible, killing someone is much	P, ☺
harder than I expected and I've seen one of my friends getting killed. I dream now every	WO
night about that moment.	

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Box 6.6: Self-evaluation sheet

CLIL GROUP WORK SELF-EVALUATION SHEET

Name ....Date ....

Names of other members of your group ....
....

Project title ....

	Content	Language	Other
1. Who worked the hardest in your group on content and language or other aspects of this task in this lesson, or did you all contribute equally? If so, what did each group member do?			
2. What did you personally do well in this lesson, regarding content and language or other aspects of the task? What did the group do well in this lesson?			
3. Say what aspects of the task you personally didn't do well and would like to improve on next lesson.			
4. Say what aspects of the task the group didn't do well and would like to improve on next lesson.			
5. How have you divided the tasks between you to prepare for next lesson? Say who is doing what.			
6. Are you on schedule with your plan? Explain where you are with your planning.			
7. Make an estimate of the time you personally spent on the project outside the lesson (between this and the previous lesson).	_____ minutes	_____ minutes	_____ minutes

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