CLIL: a lesson framework

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Remember:

1. Language is used to learn as well as to communicate.

2. It is the subject matter which determines the language needed to learn.

A CLIL lesson

- is NOT a language lesson;
- Is NOT a subject lesson in English.
- <u>But</u> :
- it is based on a text;
- there is no language level;
- there is no teaching of grammar;
- learning styles are taken into account.

Lesson framework

A CLIL lesson follows a **four-stage** framework.

1. Processing the text;
2. Identification and organisation of knowledge;
3. Language identification;
4. Tasks for students.

1. Processing the text

- The best texts have illustrations and structural markers to help students (linguistic: heading, subheadings; or diagrams).

- Do not ask the students to read the text immediately but look at the context first, ask them to make predictions.

2. Identification and organisation of knowledge

- Texts can be represented by a diagram (diagrams of thinking) to help learners categorise ideas and information.

- Types of diagrams: tree diagrams, timelines...

3. Language identification

- Learners should reproduce the core meaning with the text in their own words.

- The teacher should highlight useful language in the text according to functions.

4. Tasks for students

- **Receptive activities: read/listen and do**.
- Examples for listening:
- listen and label a diagram/picture/map/graph/chart;
- listen and fill in a table;
- listen and make notes on specific information (dates, figures, times);
- listen and reorder information;

4. Tasks for students

- listen and identify location/speakers/places;
- listen and label the stages of a process/instructions/sequences of a text;
- listen and fill in the gaps in a text.

4. Tasks for students

- **Productive activities: subject-oriented (focus on content)**
- Activity types:
- questions and answers, terms and definitions, halves of sentences;
- trivia search – things you know and things you want to know;
- word guessing games;

4. Tasks for students

- class surveys using questionnaires;
- lists of questions – provide language support frame for questions;
- students present information from a visual using a language support handout.

Four basic types of activities

- to help students **improve**
- inspite of
- their relatively **limited**
- **language resources**

1. Activities to enhance peer communication

Conceptual content

+

Communicative competence

e.g. running dictation; information gap activities.

2. Activities to help develop reading strategies

- Use the context and the cotext to make predictions;

- Infer meaning from the context.

- Strategies for finding information : skimming, scanning, gist reading, close reading, etc.

3. Activities to guide students' production (oral and written)

- Focus on planning.
- Provide input first,
- then a pattern/structure
- and useful language.

4. Activities to engage higher cognitive skills

- Make students think
- Offer opportunities for a range of operations
- If students are engaged cognitively, there will be more retention.

Bibliography

- P. Ball, Activity Types in CLIL, www.onestopenglish.com (2013)

- S. Darn, CLIL, A lesson framework, www.teachingenglish.org (2006)