CAMBRIDGE

The TKT Course

CLIL Module

Content and Language Integrated Learning

Kay Bentley

CAMBRIDGE www.cambridge.org/9780521157339

This page intentionally left blank

The

TKT

Teaching Knowledge Test

Course

CLIL Module

Content and Language Integrated Learning

Kay Bentley

Contents

Acknowledgements

Introduction

■ What is the Teaching Knowledge Test: Content and Language Integrated Learning (TKT: CLIL)?

The Teaching Knowledge Test: Content and Knowledge Integrated Learning (TKT: CLIL) is an additional module of the Teaching Knowledge Test (TKT) developed by Cambridge ESOL. TKT: CLIL is for teachers who teach different curricular subjects through the medium of English and for English language teachers who use curriculum content in their teaching.

TKT: CLIL tests candidates' knowledge of concepts related to teaching subject content in a non-native language. TKT: CLIL is NOT:
- a test of subject-specific knowledge
- a test of practical skills
- a test of English language proficiency.

TKT: CLIL consists of one module. There are 80 objective questions in the test. Question types include matching, multiple choice and odd-one-out.

TKT: CLIL has no entry requirements such as previous teaching experience, subject teaching or language teaching qualifications. Candidates should have *at least* an intermediate level of English, e.g. minimum PET, IELTS band 4, CEFR B1. They are expected to be familiar with key CLIL terminology and examples of subject vocabulary from the curriculum. The *TKT: CLIL Glossary* contains a list of terminology. Examples of subject vocabulary can be found in lists on pages 23–24 of the *TKT: CLIL Handbook for Teachers*. These are both available on the Cambridge ESOL website at www. cambridgeesol.org/clil.

Candidates also need to be familiar with language teaching terminology as represented in the separate *TKT Glossary*. This is also available on the Cambridge ESOL website at www.cambridgeesol.org/tkt.

Cambridge ESOL also offers candidates the opportunity to keep a teaching portfolio to help them reflect on their teaching practice. The portfolio is not an essential part of the test and is not assessed. If you would like to keep a portfolio, go to www. teacherportfolio.cambridgeesol.org.

■ What is *The TKT Course CLIL Module*?

The TKT Course CLIL Module has five main aims:
1 To introduce readers to the concepts and terms about teaching and learning that are central to TKT: CLIL and to give them opportunities to do test practice with TKT: CLIL sample tasks and a test paper.
2 To introduce readers to some of the main theories, approaches and activities in CLIL and to encourage analysis of their usefulness to their learners and learning contexts.
3 To share with readers some of the resources available to CLIL teachers.

4 To provide materials and activities that give teachers opportunities for professional development by exploring areas of knowledge and concepts which have been introduced.

5 To build on TKT for those readers who have done that course before doing TKT: CLIL.

■ Who is *The TKT Course CLIL Module* written for?

The TKT Course CLIL Module is written for the following readers:
- readers intending to take TKT: CLIL; they might be studying for it on a course, or alone as self-access students
- readers who have done TKT and would like to continue professional development in CLIL
- readers who are subject teachers or language teachers
- readers who are already teaching CLIL and readers who have not started teaching CLIL yet
- readers who have done teacher training or development courses in teaching curricular subjects, teaching English or teaching other languages
- both non-native language speakers and native speakers of English
- readers who are teaching in EAL (English as an Additional Language) contexts in Britain and work with non-native learners from minority language groups in mainstream education
- readers who are classroom assistants working in CLIL contexts.

■ What are the contents of *The TKT Course CLIL Module*?

The TKT Course CLIL Module follows the contents and order of the TKT: CLIL specifications. The book consists of two parts. Each part is divided into units which cover the TKT: CLIL specifications for that part. See the table on page 4.

The book also contains:
- CLIL terms from the *TKT: CLIL Glossary*. These occur in each unit and are shown in **bold** the first time they appear in a unit.
- ELT terms from the *TKT Glossary*. These occur in most units and are shown in ***bold italics***. Some are defined in the book and all are defined in the *TKT Glossary*.
- A TKT: CLIL practice test
- Test tips for taking TKT: CLIL
- Answer keys for the Follow-up activities in each unit, the TKT: CLIL practice tasks and the TKT: CLIL practice test
- Two lists of the terms from the *TKT: CLIL Glossary* and the *TKT Glossary* that are used in the book. The first list gives the terms for the whole book in alphabetical order and the second gives the terms for each unit. The first list gives the pages where each term first appears.

The units build on one another so that ideas introduced in one unit provide the foundation for the ideas introduced in a following unit.
- Part 1 focuses on terms and concepts used to describe the aims of and rationale for CLIL.
- Part 2 focuses on lesson preparation, lesson delivery and assessment.

■ How is each unit organised and how can it be used?

The advice in the table on the next page is intended for those using the book on a taught course or for self-access readers. It can also be adapted for use by CLIL trainers.

Readers using this book by themselves should choose a CLIL coursebook, a CLIL materials or schools website or an ELT coursebook with CLIL units in it to use for the Discovery activities.

Readers should think of a specific learner or a specific group of learners for the Reflection and Discovery activities.

We recommend readers to look at the *TKT: CLIL Glossary* and the *TKT Glossary* as they work through the book. These will help consolidate and extend understanding of CLIL and ELT terms. Readers can also access further examples of practice tasks and ideas for CLIL teacher training at:

https://www.teachers.cambridgeesol.org/ts/teachingqualifications/clil/resources

It is also useful to have a good dictionary such as the *Cambridge Advanced Learner's Dictionary*, Cambridge University Press, and for many CLIL subject concepts and terms, the *Cambridge School Dictionary*, Cambridge University Press, both of which are available with a CD-ROM.

Enjoy the challenge of teaching CLIL and enjoy reflecting on your teaching. For those readers who take TKT: CLIL, all the best.

The TKT Course CLIL Module

Each unit in *The TKT Course CLIL Module* follows the same structure:

Section	Purpose	Suggestions for use
Learning outcomes	To inform the reader of the knowledge and skills they should have after completing the unit. N.B. Learning outcomes take time to achieve, so teachers may want to put some of the ideas into practice before they can evaluate if they have achieved them.	Read these before you start the unit, then again after you have read the unit. How well do you think you have achieved the outcomes? What more do you need to do to be able to achieve them? For example: • reread a section of the unit • look in the glossary to check meanings of concepts • do the practice task again • reflect on classroom practice.
Starter question and answer	To provide a definition of the key terms in the title of the unit.	Try to answer the question before reading the answer.
Key concepts	To introduce the main ideas of the unit and to explain the key terms.	There is often a short question at the start of this section. Try to answer it before reading the text that follows.
Key concepts and the CLIL classroom	To discuss how the key concepts influence CLIL and teaching.	Think how you can apply each point in your CLIL context.
Follow-up activity/ies	To allow the reader to work with the key concepts in order to understand them more fully. N.B. These activities do not use the same question formats as those used in TKT: CLIL.	Completing these tasks leads to a much fuller understanding of the unit's key concepts. There is an answer key on pages 116–119.
Reflection	To encourage readers to develop their own opinions on the key concepts by considering questions or comments. They may be from teachers, learners or researchers.	Discuss these points with other teachers if possible. As this section is about opinions, no answers are given.
Discovery activities	To encourage the reader to find out more about the key concepts, to experiment with them in the CLIL classroom and to assess their usefulness.	These activities involve extra research, e.g. reading chapters from books, finding websites, seeing how concepts are applied in coursebooks, trying out ideas in the classroom and writing comments in your TKT: CLIL portfolio. Are you going to write the portfolio in English or in your own language?
TKT: CLIL practice task	To review the unit's content and to help readers become familiar with the TKT: CLIL task formats and level of language used in the test. N.B. These task formats are the same question formats as those used in TKT: CLIL.	Do this task to familiarise yourself with the format of TKT: CLIL and to test yourself on the contents of the unit. You can check your answers in the answer key on page 119.

Part 1 | Knowledge of CLIL and principles of CLIL

Unit 1   Aims of CLIL and rationale for CLIL

LEARNING OUTCOMES

KNOWLEDGE: to know what CLIL is and to understand its aims
SKILLS: to be able to describe the 4Cs of CLIL

■ What is CLIL?

CLIL, or Content and Language Integrated Learning, has many definitions. Here are some of them:

2002	2006	2007	2009
An **approach** … that may concern languages; intercultural knowledge, understanding and skills; preparation for internationalisation and improvement of education itself. *(Marsh, 2002)*	A **meaning-focused learning method** … The aim is learning subject matter together with learning a language. *(Van de Craen, 2006)*	An 'umbrella' term used to talk about **bilingual education situations** *(Gajo, 2007)*	An evolving **educational approach** to teaching and learning where subjects are taught through the medium of a non-native language *(TKT: CLIL Handbook)*

CLIL is an **approach** or **method** which integrates the teaching of content from the **curriculum** with the teaching of a non-native language. It is increasingly important in our global, technological society, where knowledge of another language helps **learners** to develop skills in their first or home language and also helps them develop skills to communicate ideas about science, arts and technology to people around the world. It gives learners a different learning experience compared with most foreign language teaching because in a CLIL classroom, the curricular subject and new language are taught together. Thinking and learning skills are integrated too. CLIL can involve many methodologies from both subject and language teaching, so CLIL presents new challenges for teachers and learners.

CLIL teachers can be subject teachers, language teachers, primary classroom teachers or classroom assistants. Different teachers have different challenges: language teachers need to learn more about subject content; subject teachers need to learn about the language needed for their subjects. In some programmes, there is cooperation between subject and language teachers. CLIL learners in schools are between three and eighteen years old and start CLIL at different ages. Others may be in vocational or academic study.

What are the benefits of CLIL?

CLIL aims to:
- introduce learners to new concepts through studying the curriculum in a non-native language
- improve learners' production of the language of curricular subjects
- improve learners' performance in both curricular subjects and the target language
- increase learners' confidence in the target language and the L1
- provide materials which develop thinking skills from the start
- encourage stronger links with values of community and citizenship
- make the curricular subject the main focus of classroom materials.

We know from research that compared with learners who study English in ELT classes, most learners who start CLIL in primary schools are, by the time they finish primary education: more confident using the target language as well as their L1; more sensitive to vocabulary and ideas presented in the target language and in the L1; they have a more extensive and varied vocabulary; they reach higher levels of English than those reached in ELT courses. In secondary schools, CLIL usually leads to better language proficiency and has positive effects on L1 proficiency. In addition, learners' subject knowledge is about the same as if taught in L1. Brain research shows that in CLIL, learners are more cognitively active during the learning process.

■ Key concepts

What are the different models of CLIL?

'CLIL' is a term used to cover a range of contexts and models. Some schools teach topics from the curriculum as part of a language course. This is called **soft CLIL**. Other schools teach partial immersion programmes where almost half the curriculum is taught in the **target language**. This is called **hard CLIL**. Mid-way between these models, some schools teach a modular CLIL programme where a subject such as science or art is taught for a certain number of hours in the target language.

The table below shows examples of three possible CLIL models: **language-led**, **subject-led** and **partial immersion**.

Soft CLIL ↕ Hard CLIL	*Type of CLIL*	*Time*	*Context*
	Language-led	45 minutes once a week	Some curricular topics are taught during a language course.
	Subject-led (modular)	15 hours during one term	Schools or teachers choose parts of the subject syllabus which they teach in the target language.
	Subject-led (partial immersion)	about 50% of the curriculum	About half of the curriculum is taught in the target language. The content can reflect what is taught in the L1 curriculum or can be new content.

What are the 4 Cs of CLIL?

CLIL is sometimes referred to as having **'4 Cs'** as components: content, communication, cognition and culture (Coyle, 2007; Coyle, Hood and Marsh, 2010). This is a useful description because the integration of content, communication, cognition and culture is one way to define teaching aims and learning outcomes. The fourth C, culture, is also referred to as citizenship or community. The 4 Cs are connected.

- **Content**
  The curricular subjects taught in CLIL include art, citizenship, classics, design and technology (DT), economics, environmental studies, geography, history, information and communication technology (ICT), literacy, mathematics, music, physical education (PE), philosophy, politics, religious studies (RE), science, social science and technology.
  Some CLIL programmes develop cross-curricular links among different subjects. For example, learners might study the history, geography and art of a particular area. This often happens in primary schools. In all CLIL contexts, we need to analyse content for its language demands and to present content in an understandable way.
- **Communication**
  Learners have to produce subject language in both oral and written forms. We therefore need to encourage learners to participate in meaningful interaction in the classroom. CLIL aims to increase **STT** (student talking time) and reduce TTT (teacher talking time). We should also encourage self-evaluation and peer and group *feedback*. When learners produce the target language while studying curricular subjects, they show that subject knowledge and language skills are integrated. 'By using the language for learning content, communication becomes meaningful because language is a tool for communication, not an end in itself' (Pérez-Vidal, 2009).
- **Cognition**
  CLIL promotes cognitive or thinking skills which challenge learners. We need to develop learners' cognitive skills so they can study subjects from the curriculum. These skills include reasoning, creative thinking and evaluating. 'Good CLIL practice is driven by cognition' (Mehisto, Marsh, Frigols, 2008). We also need to analyse thinking processes for their language demands and to teach learners the language they need to express their thoughts and ideas.
- **Culture**
  The role of culture, understanding ourselves and other cultures, is an important part of CLIL. 'Culture is at the core of CLIL' (Coyle, 2007). Learners sometimes need to communicate in a non-native language with new arrivals who may have different home languages as well as different social and cultural backgrounds. Learners need knowledge of those who live in other regions or countries. CLIL gives us opportunities to introduce a wide range of cultural contexts. We want to develop learners who have positive attitudes and who become aware of the responsibilities of global as well as local citizenship. Inside the classroom, we should value different home languages. Beyond the classroom, we can make links with partnership schools and make use of the Internet to communicate with learners across the world about, for example, local environmental projects.

■ Key concepts and the CLIL classroom

A researcher in bilingual education, Jim Cummins, described **BICS** and **CALP**.

● **BICS** (Basic Interpersonal Communicative Skills)
These are skills needed for social, conversational situations. Research with immigrant learners in Canada (Cummins, 2001) showed that most achieved BICS after two to three years of education in the target language. Language learning is contextualised and supported by teachers and resources. Tasks associated with BICS are often less cognitively demanding. Examples of less demanding tasks are: repeating greetings and matching cards with words and pictures.

● **CALP** (Cognitive Academic Language Proficiency)
According to Cummins and other researchers, it takes learners at least five years to achieve CALP, which is a level required for academic school study. Language used in subject teaching is often abstract and formal and therefore it is cognitively demanding. Teachers need to recognise when learners should move from BICS towards CALP and provide support. Examples of the use of cognitively demanding language are: justifying opinions, making hypotheses and interpreting evidence.

FOLLOW-UP ACTIVITY *(See page 116 for answers)*

Look at these materials (1–4) from coursebooks. Which are from ELT books and which are from CLIL books? How do you know? Think of the 4 Cs as well as BICS and CALP.

1

stickers

(from *Essential Science 1,* Santillana Richmond 2006)

2

(from *Join Us for English* by G. Gerngross and H. Puchta, Cambridge University Press 2006)

3

Source 3

World wood usage

40%
Construction

50% Fuel

10%
Paper
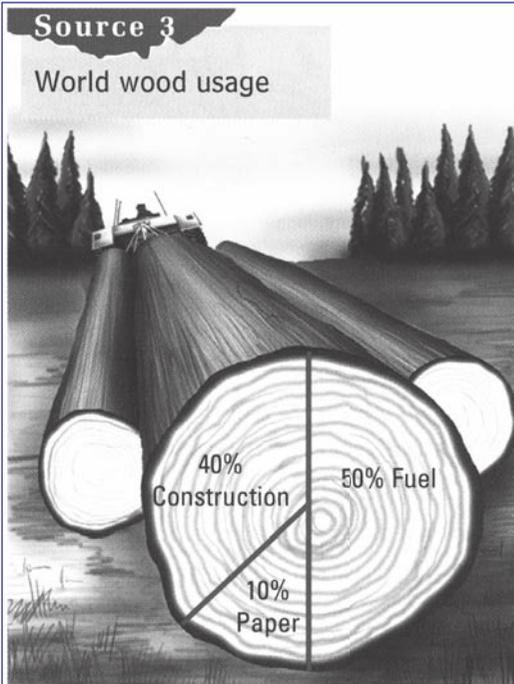
Activity 1

Look at Source 3. Draw bar graphs or a divided bar graph to show world wood usage.

(from *Challenge*, ed. V. Bunce, Longman 1999)

4

3 *Read this paragraph about the economy of Sweden, and put all the verbs in the passive.*

In the south of Sweden farmers grow cereals, potatoes and sugar beet, and rear cattle and pigs. The Swedes exploit the northern forests for their timber. They can export timber products indefinitely because they have managed the forests well and not destroyed them with uncontrolled cutting. They mine iron inside the Arctic Circle. They established the first mines in the 1890s, and the high salaries attracted workers to move to this inhospitable region. But they have recently had to close many mines because of a fall in demand. Competition from developing countries has damaged the once prosperous steel and shipbuilding industries, but industrialists manufacture a variety of profitable goods, including aircraft, cars, domestic equipment and textiles.

(text from *First Certificate Avenues* by D. Foll and A. Kelly, Cambridge University Press 1998)

REFLECTION

1 Which model of CLIL programme do you have in your school?
2 How do you develop the '4 Cs' of CLIL?
3 How would you describe CLIL to a teacher who does not know what CLIL is?

DISCOVERY ACTIVITIES

1 Which three of the seven aims on page 6 do you think are the most important for CLIL?
2 Look up www.ecml.at/mtp2/clilmatrix/en/qmain.html and from the matrix find out about teaching examples related to the 4 Cs.
3 Look at a CLIL coursebook or a section of a language coursebook which has a topic related to a curriculum subject. Think how it demonstrates the 4 Cs of CLIL.

4 Find three or four activities which your learners do. Are they cognitively demanding? Do the learners need support to do the tasks? Is this true for all the learners in your class?

5 Look up www.clilcompendium.com/keyterms.htm and find some key terms used in CLIL.

....

TKT: CLIL practice task *(See page 119 for answers)*

For questions **1–6**, choose the best option (**A**, **B** or **C**) to complete each statement about CLIL.

1 CLIL is

    A   about learning a new language quickly.

    B   a method for thinking in English.

    C   an approach with many different methodologies.

2 Communication in CLIL aims to

    A   develop skills to express ideas in curricular subjects.

    B   increase the use of TTT across the curriculum.

    C   encourage listening skills in cross-curricular work.

3 One of CLIL's aims is to

    A   improve the L1.

    B   increase learners' confidence in using grammar.

    C   provide cognitive development for learners.

4 In the CLIL classroom, BICS helps learners

    A   use ICT across the curriculum.

    B   develop basic conversational language.

    C   improve their thinking skills.

5 In the CLIL classroom, CALP helps learners

    A   communicate in everyday situations.

    B   develop thinking skills for studying subjects.

    C   do tasks such as copying and repeating new subject language.

6 Studying curricular subjects in CLIL helps learners

    A   develop better pronunciation for all subjects.

    B   improve their reading and writing skills during all lessons.

    C   understand new subject knowledge and language together.

....

Unit 2   Language across the curriculum

LEARNING OUTCOMES

KNOWLEDGE: to know about the role of language in CLIL
SKILLS: to be able to identify language forms needed for CLIL

■ What is the role of language in CLIL?

CLIL teachers and learners need knowledge of the language of their curricular subject. Learners need to know the **content-obligatory language**. This is the vocabulary, grammatical **structures** and functional language for specific subjects. Learners require this language to be able to understand the subject and communicate ideas. For example, in geography learners need to know map vocabulary and how to interpret evidence shown on a map.

Learners also need to know the everyday, less formal language which is used in our subjects. They may already know how to use grammatical structures which they can produce when studying curricular subjects. Learners have usually learned this language in English lessons. For example, in a map-reading lesson learners might use basic verbs such as 'goes' and 'travels' to describe the route of a river. They may also use a conditional form to describe cause and effect. These are examples of **content-compatible language**.

TKT: CLIL tests knowledge of grammatical structures and functional language used across the curriculum but it does not test knowledge of subject-specific vocabulary. However, **subject-specific language** is used in the test questions. For a list of subject-specific vocabulary, see the list on pages 24–27 of the *TKT: CLIL Handbook* which can be found at www.cambridgeesol.org/assets/pdf/resources/teacher/clil_handbook.pdf.

CLIL gives learners opportunities to develop linguistic abilities during lessons, and this includes acquisition of vocabulary and grammar. However, the focus of a CLIL lesson is on understanding subject content, not on grammatical structures. Research in CLIL classrooms shows that most teachers do not teach grammar during content teaching because content and language are integrated. As vocabulary and grammar are interdependent, it is useful to focus on them as **chunks** rather than separately.

■ Key concepts

What language knowledge do CLIL teachers and learners need?

1 Vocabulary
Learners have to understand and produce a large amount of subject-specific vocabulary.

Look at the four groups of vocabulary from a maths lesson on the next page. What is the difference between them?

Group 1	*Group 2*	*Group 3*	*Group 4*
circle circumference diameter	centre number size	about across many	sharp rise dramatic fall

We can see that some words are easier to understand than others but learners need to know all of the groups to be able to answer maths questions or to follow instructions.

Group 1: content-obligatory or subject-specific vocabulary for talking about the technical names for the parts of a circle

Group 2: content-compatible or general vocabulary used in maths and sometimes used in everyday situations

Group 3: **high and medium frequency words** or the most often used vocabulary in general English and also used in curriculum subjects

*Group 4: **collocations*** (ways words are combined) used in specific combinations when we present curricular concepts, e.g. *The graph shows a sharp rise in the value of x.*

The same groups of vocabulary are found in different CLIL subjects. There is also academic vocabulary which we can find in all subjects. Examples of this vocabulary are: *create, data, define, identify, interpret, involve, issue, require.*

2 Structures and meaning

We need grammatical structures to communicate subject knowledge. We therefore need to support learners by:

- looking at structures and meaning
- helping them to notice relevant and problematic language structures and their meanings
- providing examples of relevant and problematic structures and explaining their meanings
- correcting use of relevant and problematic forms.

(adapted from de Graff, Koopman and Westhoff, 2007)

In order to support learners, we need to be aware of the forms learners will meet in the subject we teach and to be aware of those forms which might be problematic.

Which grammatical structures are relevant?

This depends on the CLIL subject but most grammatical structures are used in all curriculum subjects. There are some grammatical structures which are used in CLIL subjects at the start of the programme of study but which are not taught in traditional ELT classrooms until learners have studied English for several years. It is also known that the third conditional and passive forms are complex but are needed for CALP (Haslam, Wilkin and Kellet, 2005).

How can we help learners improve their accuracy?

Mistakes in writing are often made with verbs. The table on the next page shows examples of verb forms which are relevant to CLIL learners. Errors are often made because of interference from the learners' L1. If we can analyse the reasons for the errors, we can help learners avoid them.

Verb form	Subject	Example	Meaning
Present	Art	I'm using primary colours in the still life painting.	an action happening now
	Environment	The climate is getting warmer.	a changing situation
	Mathematics Science	A cube has six faces. Warm air rises.	a general truth a process
Past	Economics	Interest rates fell last year.	a finished event
	History	She had ruled for thirty years before the revolution began.	looking back at an earlier past event
	Music	The pianist was playing slowly when the drummer beat the triangle loudly.	an interrupted action
Future	Geography	The erosion of the coast is going to get worse.	a prediction from evidence
	Literacy	Who are you playing in the film?	a future activity
	Politics	The constitution will change next year.	giving definite information
Modal verbs	Economics ICT	Some employees can be shareholders. You could/may/might find a link on this website.	possibility
	Environment Art PE Science Mathematics	Some plastic will /won't biodegrade. The painting must/can't be Egyptian. We think the result will be a draw. You must wear goggles in the lab. You have to estimate before you do the calculation.	certainty deduction prediction obligation obligation
	Music Environment	You don't have to study music theory. People should recycle paper, glass and organic products.	not necessary recommendation
Conditionals	Mathematics	If you add two odd numbers, the answer is always an even number.	general rule
	Music	Nobody will hear the choir if the orchestra plays so loudly.	prediction
	Economics	If interest rates fell, savers would be affected.	hypothesis
	History	If the enemy had been defeated, the country wouldn't have changed.	unreal past situation
Passive forms	ICT	New software is going to be / will be installed soon.	formal, impersonal
	Literacy	New advertisements are being designed to promote the play.	
	Geography	The rocks were formed as a result of volcanic activity.	
	Economics	An increase in profits has been announced by two global firms.	

Reporting verbs	PE	The coach <u>told</u>/<u>asked</u>/<u>advised</u> the players to change positions.	to report what someone has said
	Environment	They <u>promised</u>/<u>agreed</u> to provide more recycling centres.	
Other verb forms	Art	When you have <u>finished</u> draw<u>ing</u>, start painting.	
	Economics	They <u>want to build</u> more offices in the centre.	

(For examples of languages which find these forms problematic, see Swan and Smith, 2001.)

■ Key concepts and the CLIL classroom

Teaching language is part of CLIL. Although the main focus is on learners' understanding of subject content, as a CLIL teacher, you can aid the teaching of language by:

- highlighting vocabulary and chunks of vocabulary used in CLIL subjects to help learners build the wide range of vocabulary they will need
- modelling sentences such as those in the table above to help learners see examples of language they need to produce
- allowing learners to be more relaxed about using the target language because the focus is on the meaning of curricular concepts
- correcting learners by recasting language immediately after they make mistakes, particularly with subject-specific vocabulary
- analysing errors to identify difficulties learners have when producing English. Often mistakes are because of **L1 transfer**. This is when words, phrases and structures are produced as they are used in the first language.

FOLLOW-UP ACTIVITY *(See page 116 for answers)*

Read what two pupils say. Which areas of language are they talking about?

> Pupil 1: Formal English is difficult. All these strange words which sound important, for example 'enquire' 'premises'. I don't know what that means but I write it. I wrote a formal letter about rubbish in a garden … I needed words.
>
> Pupil 2: Other things that help writing are when the teacher gives a list or tells you how to make the sentences together … I do things and remember it if I need to do it again, and memorise it, use it over and over again, you'll get used to it.
>
> (from *Could they do even better? 13 July 2005 HMI 2439 Ofsted*)

REFLECTION

What do you think of these statements written in CLIL articles?
1 CLIL allows learners to use language in more complex ways.
2 CLIL teachers correct content vocabulary and some pronunciation but don't usually correct grammatical errors.
3 All learners need specific language teaching at both the early stages and more advanced stages of CLIL programmes.
4 CLIL teachers need to plan for the language which is used in their subject.

DISCOVERY ACTIVITIES

1 Look up www.nottingham.ac.uk/~alzsh3/acvocab/wordlists.htm. Identify 5–10 words in the first sublist which you and your learners use in the classroom.
2 Look at the list of verb forms on pages 13 and 14:
   Identify four or five forms which are relevant to your subject and which your learners hear while you teach. Write the structures in example sentences for your subject.
3 Here are some language areas CLIL students find difficult:
   ● word order
   ● content vocabulary
   ● grammar (use of tenses, subject–verb agreement, modal verbs)
   ● prepositions
   ● using formal English.
   Which difficulties do your learners have?
   How can you help learners notice language structures?
4 Look in a grammar book such as *English Grammar in Use* and identify forms and their meanings which you need to practise for your subject area. Try out some exercises to help you consolidate these.

See The TKT Course *Units 1 and 2 for more examples of grammatical structures, also* www.cambridgeesol.org/assets/pdf/tkt_glossary.pdf *or* TKT Handbook, *pages 36–37.*

TKT: CLIL practice task *(See page 119 for answers)*

For questions **1–6**, match the examples of language across the curriculum with the language forms listed **A–G**.

There is one extra option which you do not need to use.

Examples of language	Language forms
1 The new bridge won't be finished until next summer.	A reporting verb
2 The data will be clearer if you use a spreadsheet.	B modal verb of possibility
3 There might be a weaker exchange rate in the future.	C imperative
4 The conductor explained to the orchestra that the rhythm changed in the second part.	D modal verb of obligation
5 The habitat around the pond is slowly changing.	E present tense
6 To find the perimeter of the rectangle, add the length of the four sides, don't multiply them.	F passive
	G conditional

Unit 3   Communication skills across the curriculum

LEARNING OUTCOMES

KNOWLEDGE: to know how to encourage communication skills in the CLIL classroom
SKILLS: to be able to identify communicative functions used in CLIL

■ What is the role of communication skills in CLIL?

Learners need to develop communication skills for curricular subjects. They need to express and interpret facts, data, thoughts and feelings, both in writing as well as orally. Communication skills are important for expressing ideas about subject content and to help learners work well together.

In some CLIL subjects, communication skills may be given less importance and there are cultural considerations which vary from country to country, from region to region, from school to school. In all contexts, however, interaction is part of learning. The European Commission for Education and Culture states that CLIL should 'enable pupils to develop language skills which emphasise effective communication … for real practical purposes' (Eurydice Survey, 2006).

■ Key concepts

Which communicative functions are needed for CLIL?

To develop communicative competence, or **oracy**, learners in CLIL need communicative *functions* (purposes for speaking or writing) from different subjects. They need examples of these functions to help them communicate their knowledge of the subject content.

Some CLIL books provide examples of functions for teachers and learners. Look at the examples from a CLIL coursebook and the communicative functions they express.

1

Giving examples		
Freshwater ecosystems		rivers and lakes …
Marine ecosystems	such as	the sea …
Some human activities		agriculture …

2

Describing a process	
First,	food is chewed in the mouth …
Then	this food moves down the …
Next	it mixes with gastric juices …
Finally,	it leaves the stomach and …

3

Expressing conditions	
If	there are lots of vibrations, the frequency is high.
	there are few vibrations, the sound has a low pitch.

4

Describing trends in the present		
The population	is	ageing.
The birth rate		decreasing.
People	are	living longer.

5

Talking about purpose		
Fish use their fins		swim.
Turtles have a shell	to	protect their body.
Dolphins surface		breathe.

6

Defining		
Nutrients are substances		our body needs to survive.
Diet is the food	which	someone normally eats.
Blood vessels are tubes		transport blood.

(extracts from *Essential Science 5 and 6 (Science, Geography and History),* Santillana Richmond 2007)

Other examples of communicative functions used when teaching curricular subjects include: expressing agreement or disagreement; clarifying what has been said; describing cause and effect; explaining an opinion; expressing ideas and opinions; generalising; giving instructions; giving approximate numbers; interpreting data; predicting and justifying predictions; presenting solutions; suggesting.

In some CLIL contexts, use of L1 for communication is a teaching and learning strategy. Use of L1 is not only for translation. It is part of sense making. Use of L1 and the target language by both teachers and learners for specific purposes is described as integrated language or **code switching**. Sometimes we help learners to understand the curriculum content by using bilingual techniques. Some learners use L1 to justify a point, to explain, to check understanding or to repeat.

■ Key concepts and the CLIL classroom

We need to plan opportunities for learners to develop their communication skills in different subjects within the classroom, with other classes in the school and with the local or wider community. It is important to increase student talking time (STT) and to reduce teacher talking time (TTT), especially as learners progress through CLIL.

We can use *brainstorming* approaches to start or finish a topic of study (noting down what we know about a topic; what we've found out about a topic; what we want to know about a topic).

We can develop meaningful communication in the CLIL classroom by using *open questions* (those with a range of possible answers) rather than *closed questions* (those with a right or wrong answer) and by encouraging learners to:

- cooperate during task discussions
- become **response partners** and give peer feedback using criteria agreed with the teacher
- **revisit** (look at previously taught language again) content language and communicate it by discussing answers to questions in pairs
- share ideas with a partner before writing and after writing
- report back on research found on the Internet
- prepare poster or PowerPoint presentations
- take part in role play or debates
- do end-of-lesson feedback.

Before starting communicative tasks we need to:
- make the purpose and outcome of the communication clear to our learners
- identify ground rules and timing
- assign group roles, for example:
  learner 'A' organises any materials needed
  learner 'B' notes any problems (content/language)
  learner 'C' checks all are using the target language
  learner 'D' reports back to class after the task.

After finishing communicative tasks we need to:
- give reflection time after the talk:
  How did we do?   How can we improve?
- be aware of progression:
  from closed talk to exploratory, extended talk.

FOLLOW-UP ACTIVITY *(See page 116 for answers)*

Look at the following extracts from three CLIL classrooms. What was the reason for the use of ***L1**?

1 **Context**: class of 7-year-olds finding out about the solar system in a science lesson

Teacher		Pupil (Nacho)
What is the Earth made of?	⟶	Me, me
Nacho?	⟵	**roca** **L1*

(*teacher draws a rock on board, says* 'rock' *then writes 'rock'*)

2 **Context:** class of 10-year-olds learning about time in a mathematics lesson
Teacher   If you don't know it in English, say it in mother tongue. Tell your mates.

3 **Context:** 15–16-year-olds learning about the properties of plastics in a science lesson. On a PowerPoint slide, the teacher showed images of 16 *objects made of different materials with their names.
*Three of the objects had the names and also L1 translations.

REFLECTION

Think about these statements about communication in CLIL classes.
1 CLIL learners develop better speaking skills because of the variety of language presented and used in class.
2 Everything is contextualised … the language is for a purpose rather than language for the sake of language.
3 CLIL learners are producing a lot more extended language and they can give reasons for their answers.
(adapted from Coyle, 2007)

DISCOVERY ACTIVITIES

1 If you plan time for communicative talk in your lessons, when does this happen? How much time do your learners have for communication? What kind of communicative tasks do your learners do? When do they use L1?

2 Plan talking time over several weeks so that learners have opportunities to build on their communication skills. Do the tasks develop communication from one word answers to more extended phrases and sentences?

3 Write down two areas you would like learners to give feedback on. Pair learners and ask them to give constructive feedback to their response partner. Ask them to give two positive comments and one suggestion about how their partner can improve their work.

4 Carry out a survey in your classroom to find out when learners use L1. Talk to them about it and find out if they know when they use L1.

5 Use the *TKT Glossary* to find definitions of the following concepts:
oracy, revisiting, code switching, response partner, plenary, wait time

For more examples of communicative functions, see the TKT Handbook, *page 38 and* The TKT Course, *Unit 4.*

TKT: CLIL practice task *(See page 119 for answers)*

For questions **1–6**, match the examples of learners' language with the purpose of the communication listed **A–G**.

There is one extra option which you do not need to use.

Purpose of the communication

A to hypothesise
B to check information
C to define
D to describe location
E to contrast
F to give an example
G to evaluate work

Learners' language

1 You can see the function keys at the top of the keyboard.
2 There are some things an employer can't do, such as employ children of our age.
3 I think I need to change the rhythm. It's too slow.
4 The sculptures are realistic but the paintings are abstract.
5 I know! A pentagon is a 2-D shape which has five sides.
6 We think the king would have fought the invaders because he wanted all the power.

Unit 4   Cognitive skills across the curriculum

LEARNING OUTCOMES

KNOWLEDGE: to know how to describe a range of cognitive skills
SKILLS: to be able to match cognitive skills with activities and with question types

■ What are cognitive skills?

Cognitive skills or thinking skills are the processes our brains use when we think and learn. Cognitive skills develop from a very young age. Learners progress from **information processing** or *concrete* thinking skills, such as identifying and organising information (the *what*, *when*, *where*, *which*, *who* and *how many* questions), to *abstract* thinking, such as reasoning and **hypothesising** (the *why* and *what if* questions).

Other examples of thinking skills are:

- **creative thinking** and **synthesis**, for example when we use our knowledge to imagine, to solve problems and to think of new ideas
- **enquiry skills**, for example when we ask questions and plan how to do research
- **evaluation skills**, for example when we use criteria to comment on how good our work is.

Learners need to develop a range of cognitive skills as well as language for thinking. As we saw in Unit 1, they need to develop cognitive academic language proficiency (CALP) so they can study curriculum subjects in a non-native language.

■ Key concepts

What cognitive skills can you think of? Think about the activities your learners do and which cognitive skills they use.

Look at the examples of cognitive skills in the table below. Read the classroom activities used to develop the cognitive skills and the example activities from different CLIL subjects. It is important that learners have opportunities to develop these skills.

Cognitive skills	Classroom activities	Example activity
remembering (thinking about things you know)	recall, recite, recognise, relate, spell, tell	Take turns to recite a verse from the poem about autumn. *(literacy)*
identifying (showing a relationship between things)	identify, label, list, locate, match, name	Name three different types of musical instrument you can see in the picture. *(music)*
ordering (putting things in particular places)	order, organise, sequence	Write the dates on the time-line in the order of when they happened. *(history)*

rank ordering (putting in order of size, importance, success, etc.)	order, put, place	Put the statements in order of importance to describe what makes an ideal farmer. *(geography)*
defining (saying what something or someone is)	define, explain, outline, show, translate	What kind of colours did you use to paint the landscape? *(art)*
comparing and **contrasting** (finding similarities and differences)	compare, contrast, distinguish, investigate the similarities and differences	Find three similarities and differences between your capital city and one in another continent. *(geography)*
dividing (separating into smaller groups)	divide, separate, share	I'm going to divide the class into teams of six to play volleyball. *(PE)*
classifying (putting things into groups according to their features)	classify, categorise, decide which group, put into	Classify the rocks into different groups. *(science)*
predicting (saying what you think will happen)	predict, think about, guess	Predict what will happen when more water is added to the solution. *(science)*
hypothesising (suggesting what could happen or have happened without knowing if it is true)	suggest, decide, imagine, suppose	If global electronic systems broke down, suggest what could happen. *(ICT)*
reasoning (thinking why, what causes and what results in something)	choose, conclude, decide, explain, justify, recommend, solve	Justify the increase in spending on wages last year. *(economics)*
creative thinking / synthesis (producing imaginative ideas or thoughts from previous knowledge)	imagine, build, change, compose, create, describe, design, invent, make up, plan, produce, suppose	Invent a new symbol for saving water. *(citizenship)*
evaluating (saying if something is good, useful, effective or not)	assess, comment on, give an opinion, judge, rate	Read your partner's report on wind farms and comment on how clearly it was written. *(environment)*

What are LOTS and HOTS?

Cognitive skills can be divided into lower order thinking skills (**LOTS**) and higher order thinking skills (**HOTS**). The table on the next page gives examples of why we use lower order and higher order thinking skills. We can link these reasons to the cognitive skills in the table above. For example, remembering and dividing are examples of LOTS, while reasoning and evaluating are examples of HOTS.

LOTS	HOTS
to remember information	to develop reasoning skills
to order information	to develop enquiry and discussion
to define objects	to develop creative thinking
to check understanding	to evaluate the work of oneself and others
to review learning	to hypothesise about what could happen

■ Key concepts in the CLIL classroom

- Learners need progressively challenging tasks so they can develop thinking skills. e.g. (maths) Measure the radius of the circle. → How can you calculate the diameter? (music) How many beats are in the bar? → Why does the composer change the rhythm?
- Learners benefit from a language-rich classroom which helps them to think and learn well, e.g. posters related to the CLIL subject on the wall labelled with key content vocabulary and with two or three questions beside them.
- Learners need **wait time**. They need opportunities to stop, think and process new curricular concepts and language before they respond to questions, particularly in the first years of CLIL. This helps them give longer answers, become more involved, add to what other learners say and offer alternative ideas.
- We need to look at tasks and be aware of the cognitive demands required of the learners. Are the concepts too easy? Are the concepts too difficult?

How are learners' cognitive skills developed in the classroom?

We can develop learners' cognitive skills through tasks and challenges appropriate to the subjects. We can also develop their skills through effective questioning. We can use questions to help learners to **make associations** (make links) and to think more deeply. It is important to ask challenging questions in L1 when children are very young. It is also important to ask challenging questions when pupils start learning new curricular subjects in CLIL programmes.

What kind of questions can we ask in the CLIL classroom?

Look at the examples of thinking and the question types which develop that thinking:

Types of thinking		Types of questions
• concrete thinking	(defining) (recalling facts) (recalling facts)	What is a race? When did the race start? Where did the race take place?
• reasoning	(examining parts and how they relate)	Why is this an abstract painting?
• creative	(imagining)	How would you paint these shapes to show action?
• abstract	(finding patterns and connections)	What links can we make between the artists' ideas?
• evaluative	(judging)	How has your work improved this term?

(adapted from Fisher, R. 2005)

1 Look at this picture and the tasks beside it. The cognitive skills progress from lower to higher order. Which cognitive skills are developed?
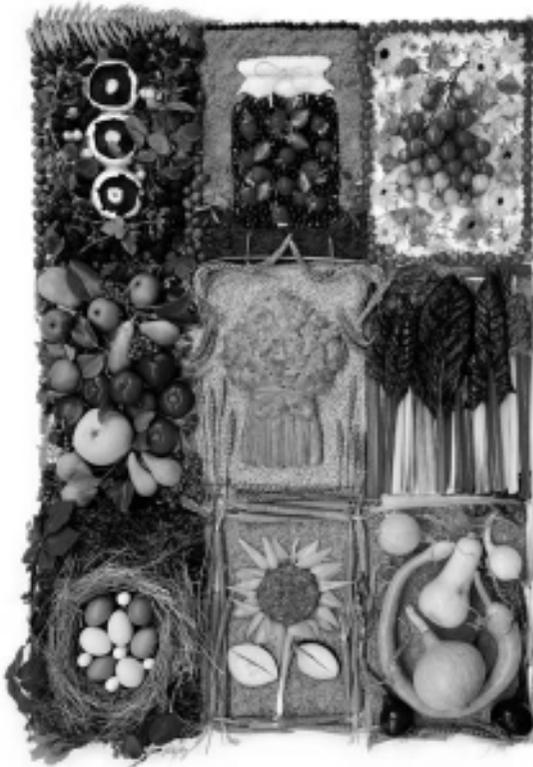
(Celebrating Harvest © Tessa Traeger)

> **A** List six different fruits you can see.
>
> **B** Find something which isn't a fruit and isn't a vegetable.
>
> **C** Put the food into different groups. How many different groups can you make?
>
> **D** Can you grow food like this in your country? Why? Why not?
>
> **E** Create a recipe from some of the food in the picture.

2 Here is another picture. Write three lower order questions and three higher order questions for learners to answer. Which cognitive skills are developed?

> **Lower order questions:**
>
> 1
>
> 2
>
> 3
>
> **Higher order questions:**
>
> 1
>
> 2
>
> 3

3 These tasks are from a CLIL history book. Look at the list of cognitive skills in the table on pages 20 and 21. Which cognitive skills do they aim to develop?

A *Study the pictures of metal working techniques in the Metal Ages.*
First order the pictures. Then match the texts with the correct pictures.
B *Look at the photos on this page. What was the purpose of each object?*
C *If objects A and B were found in a tomb, what would this tell us about the occupation of the dead person?*

(from *Essential Geography and History 1,* Santillana Richmond 2008)

REFLECTION

Think about the materials you use for your subject.

Which of these statements do you agree with and why?
1 I think CLIL teachers should use a wide range of materials and activities to encourage learners to develop their thinking skills.
2 It's not important to look at the tasks in my coursebook and work out the cognitive skills which they demand.
3 Most of my questions should be lower order ones because I must check if learners understand what I am saying.
4 Some curricular subjects need learners to use more thinking skills than others.

DISCOVERY ACTIVITIES

1 Find a picture, poster or diagram for your CLIL programme. Write three or four questions to develop your learners' cognitive skills. Find some more pictures or diagrams and ask your learners to write questions about them. Which questions do they think are easy to answer and which are more difficult. Why?
2 Look at a unit or handouts used at the beginning of your course or module. Read the activities for learners. Do they progress from developing lower order thinking skills to higher order thinking skills? Which cognitive skills do they develop?
3 Look at a unit or handouts from the end of your course or module. Read the activities for learners. Are they more challenging than at the beginning of the course or module? If not, how could you adapt them to develop higher order thinking skills?
4 How do you know your learners are developing reasoning, enquiry, creative thinking and evaluation skills?

TKT: CLIL practice task *(See page 119 for answers)*

For questions **1–6**, look at the cognitive skills and the three activities listed **A**, **B** and **C**.

Two of the activities develop the cognitive skill. One activity does **NOT**. Which activity does **NOT** develop the cognitive skill?

1 Comparing

- **A** Write down some facts about how fossil fuels are used.
- **B** Tell your partner three differences between coal and oil.
- **C** Look at the table about coal and oil and then list some similarities about how they are produced.

2 Predicting

- **A** What could happen if the artist changes the perspective?
- **B** Scan the article and find when the building design will be completed.
- **C** With a partner, guess which objects won't be represented in the cave painting.

3 Reasoning

- **A** Label the electrical components in the picture and then copy the circuit diagram.
- **B** Look at the animal word bank, then decide how you could group the animals in a Venn diagram.
- **C** Study the life cycle of a flowering plant and then explain to a partner how the seeds germinate.

4 Classifying

- **A** Put the musical instruments into different sets. What features do they have in common?
- **B** Decide how these pieces of music could be grouped and explain the reasons for your grouping.
- **C** Read the text about jazz music, then complete the mind map by adding the main features of jazz.

5 Sequencing

- **A** Place these machines on the time-line to show when they were invented.
- **B** Agree which jobs in ancient Egyptian times are similar to jobs in our country today.
- **C** Look at the events leading up to the war and decide how they followed one another.

6 Evaluating

- **A** Finish the drawings of the quadrilateral shapes. Find a partner and suggest one improvement.
- **B** Look at your group's pie charts. Write down where you found the information and agree what you will write under the charts.
- **C** Compare the graph in your coursebook with the one you drew. What would you change to make the interpretation of your data clearer?

Unit 5   Learning skills across the curriculum

LEARNING OUTCOMES

KNOWLEDGE: to know why learning skills are important
SKILLS: to be able to identify a range of learning skills used in the classroom

■ What are learning skills?

The learning process is complex. Learners learn by exploring their environment and by interacting with people. This is part of active learning. In school, learners develop more than knowledge of different subjects; they need to develop positive attitudes, learning skills and learning strategies. **Learning skills** can be applied across the curriculum. They are skills which involve learning how to learn and developing *learner autonomy*. They can be artistic, cultural, linguistic, mathematical, scientific, social and interpersonal skills.

■ Key concepts

Here are some learning skills with examples of when they are used in the classroom.

Learning skills	CLIL examples
Carrying out investigations	Collecting then organising information about different forms of alternative energy
Cooperating with others	Preparing group presentations about the research, development and production of electronic equipment made by different companies around the world
Data handling	Transferring information about temperatures around the world to a spreadsheet
Drafting	Writing down first ideas about a painting, then developing them later
Editing	Checking a report written by a response partner and suggesting changes to the text
Estimating, measuring and checking measurements	Looking at and guessing the height of a triangle, measuring the height with a ruler and then checking the actual height against the estimate
Guessing from context	Looking at a group of mathematical shapes with lines across them and working out that they could be lines of symmetry
Note taking	Watching a video clip about dances from around the world and then writing down the key facts
Locating information	Using ICT to find out about different temperatures around the world
Organising information	Sorting questionnaire data about the local area by different age groups

Interpreting information	Looking at historical pictures of manufacturing cloth and commenting on factory conditions
Observing using senses	Looking for the best location to put a piece of environmental art
Planning	Using a writing frame to plan the stages in a series of electricity experiments
Processing knowledge	Understanding a concept by watching certain objects stick to a magnet
Recording results	Adding numbers to a spreadsheet on Excel
Reviewing work	Thinking about how you played a melody and deciding how to make it sound more like a waltz
Scanning	Looking in an index for a formula to help with a maths problem
Skimming	Looking through new history notes to find out why the prison reformer had support from the government
Solving problems	Deciding how to carry out a fair test in science
Summarising	Reporting the key points from a debate on different political systems
Transforming information	Reading a text about the development of a new public transport system and noting the key ideas on a concept map
Using knowledge	Separating different materials into separate recycling bins

■ Key concepts and the CLIL classroom

- In CLIL, learners have the additional challenge of developing learning skills in a non-native language.
- Learners need support and encouragement to develop learning skills so they can apply them in a range of contexts. If a mathematics teacher takes time to show learners how to use a spreadsheet on the computer, then learners can use this skill in other curriculum subjects.
- We need to plan for learning skills. We also need to plan with colleagues who are teaching other CLIL subjects to the same learners. This is because most learners don't need to have the same skill taught again and again in different subjects, while some learners need time to *consolidate* what they have learned.
- We should plan opportunities for autonomous learning and encourage an **enquiry approach** (involving learners in problem-based or task-based learning).
- All learners need access to learning skills that a community thinks are important. In a global community, these include fast technological communication and **data handling** (using and interpreting information, often on a computer).
- There are differences between subjects such as mathematics and art. Mathematics has subject content which is objective, so learning skills that are developed focus on understanding and achieving 'correct' concepts. For example, learners need to work out how to find the circumference of a circle (using knowledge to solve a problem). Art aims to encourage learners' creativity and expression, so learning skills focus on the process of how they achieve the final product. For example, learners draw then paint a still life (using observation skills and the senses).

FOLLOW-UP ACTIVITY *(See page 116 for answers)*

Here are some examples of teacher language. Look at the list of learning skills on pages 26 and 27. Which learning skills do they aim to promote? Decide on two skills for each context.

1 Look at the three pie charts and then, in the table opposite, write down the percentages of different groups of people who voted.
2 Look at the Contents section at the start of the book and find the chapters you need to read about fractions.
3 Agree how you are going to work out the best way to record the results of the school athletics competitions.
4 Look at the report you wrote for homework and decide where you could add some more examples of different currencies to justify your argument.
5 Look at this information on the website, then write down three facts about the climate which you didn't already know.
6 Read the four paragraphs and then in one sentence, write down what these inventors did.

REFLECTION

Read these comments about learning. Do you agree with them? Why or why not?

1 If I give learners time to give their opinions, give reasons and evaluate each others' work, then I can understand their learning needs better.
2 Learning cannot be done *for* the student; it has to be done *by* the student.
3 All learning skills need to be discussed and developed in class.
4 Learning by doing and collaborating is an important part of a CLIL approach.
5 Vygotsky said that learning occurs twice: first as a social interaction and then as an internalisation. Does your teaching encourage social interaction?

DISCOVERY ACTIVITIES

1 Look at your coursebook. Have the writers included any learning skills which can be developed in your subject?
2 How can you plan for the development of learning skills in your subject with:
a) the whole class   b) small groups   c) individuals?
3 Talk to two or three colleagues who teach different subjects and find out which learning skills are taught in their subjects. Which are the same and which are different?
4 Complete a table of learning skills found in a unit or module of study for learners in one class.

Name of pupil	Learning skill	Evidence of achievement

5 How can you develop your own learning skills? Can you learn from other language or content teachers in your school?

....

TKT: CLIL practice task *(See page 119 for answers)*

For questions **1–6**, look at the classroom activities and the three possible learning skills they develop listed **A**, **B** and **C**.

Choose the correct option (**A**, **B** or **C**).

---

1 Reading web pages to find out which paintings are in your nearest museum.

    A   summarising information
    B   locating information
    C   checking information

2 Looking at signs about protecting the environment and then agreeing on a different design for a new sign to put near your school.

    A   observing others
    B   reviewing others' work
    C   cooperating with others

3 A speaker is going to talk about the lives of women 300 years ago. While she is talking, complete the sentences on your worksheet in your own words.

    A   note taking
    B   data handling
    C   editing text

4 Writing statements related to the unit of work you have completed.

    A   processing knowledge
    B   solving problems
    C   investigating facts

5 Completing a questionnaire, then writing down the energy consumption of different household items.

    A   recording findings
    B   recording opinions
    C   recording experiments

6 Interviewing the employees of some local companies to find out about work experience.

    A   planning an investigation
    B   carrying out an investigation
    C   reporting results of an investigation

....

Part 2 | Lesson preparation

Unit 6   Planning a lesson or a series of lessons

LEARNING OUTCOMES

KNOWLEDGE: to know how to plan a CLIL lesson or a series of lessons
SKILLS: to be able to describe learning outcomes and identify parts of a CLIL lesson

■ How do we plan a CLIL lesson or series of lessons?

Before we can plan a CLIL lesson or series of lessons, we need to be clear about our CLIL contexts and teaching aims. We need to identify the content knowledge and skills which learners will be taught. We also need to consider the different stages of the lesson and the sequence of a series of CLIL lessons.

■ Key concepts

In order to focus on the learner rather than the teacher, **learning outcomes** are often used. These are statements of what most learners should be able to know, be able to do and be aware of as the result of a learning experience. This can be at the end of a lesson, a series of lessons, a unit or **module** (part of a course). Learning outcomes can be wide or narrow but they need to be achievable and measurable. For example:

Subject	Most learners should know ...	be able to ...	be aware ...
Art	that perspective is a way of showing the 3-D world in two dimensions	demonstrate perspective in a landscape	that the further away things are, the smaller they look
Geography	that maps use a range of different scales from local to global	measure distances using scale maps	that there are satellite images to interpret on the Internet
Maths	that sequences of numbers are arranged according to a rule	complete a series of different sequences and explain the rules	that sequences are found in the natural world
Science	how to conduct a **fair test**	show that only one factor is changed during an experiment	of the importance of fair testing

Learning outcomes also focus on learning to learn. An example is: to be able to give peer feedback to help improve someone's work.

There are many advantages of using learning outcomes. For teachers: they help describe courses clearly; they provide continuity; they focus on whole class, group and individual needs; they guide the design of tasks; they can be used as a checklist for feedback; they make assessment clear.

For learners: they are learner centred; they show what should be achieved; they help learners have goals so they can check progress; they enable **differentiation** (making provision for less able and more able learners).

When planning, we also need to consider the following questions:

- What are my teaching *aims*?
- What will the learners know and be able to do at the end of the lesson which they didn't know or couldn't do before the lesson?
- What subject content will the learners revisit and what will be new?
- What communication will take place?
- Which thinking and learning skills will be developed?
- What tasks will learners do?
- What language support will be needed for communication of content, thinking and learning?
- Which materials and resources will be provided to present the content and support any tasks?
- Are there cross-curricular links and Internet links?
- How will learning be evaluated?

Some CLIL programmes are planned around **competences**. These are the knowledge, skills and attitudes for learning across the curriculum. Teachers take these into account when they plan so that learners are given opportunities to demonstrate the competences across a range of curricular subjects. There are many different types of competences. Examples are shown in the table below.

Competence	Description
communicative	Can express and interpret facts orally and in writing
linguistic	Can use language to observe and analyse
artistic	Can understand and value different artistic forms of expression
digital	Can communicate information using ICT
mathematical	Can reason and solve problems mathematically
social	Can understand the social context where they live and cooperate with others

CLIL learners are encouraged to produce content language which they already know in a warm-up or brainstorming activity. This is called **activating prior knowledge** and learners might use some L1 to do this. We can then translate, if appropriate. In this way CLIL learners are encouraged to produce content language at the start of the lesson.

Learners benefit from a **plenary** at the end of a CLIL lesson, when the whole class is asked a few questions about what they have learned. Questions might include: tell me three new things you learned today; what was new; what was difficult; what was surprising; what more would you like to find out? Again, some L1 may be used if learners are new to CLIL.

■ Key concepts and the CLIL classroom

Planning a lesson

Look at the example of a CLIL science lesson plan for young learners on this and the next page. It is the first lesson and fits into the course or **syllabus** at the start of a unit about materials and their properties.

Content: Introduction to magnetism: materials and their properties

Teaching aims: to enable learners to understand that different materials have different properties; to develop learners' abilities to group materials and to predict, observe and record findings of an experiment; to raise learners' awareness of magnetism

---

Learning outcomes	Assessment
Know:	*Can the learners …*
the names of some materials and their properties	identify and name properties of a range of materials?
that some materials are magnetic and some are not	
Be able to:	
classify materials according to different criteria using a Venn diagram	sort materials into different groups and state classification?
make predictions	make predictions?
observe and record findings	record findings accurately?
Be aware:	
that some materials have iron (fe) in them	
of how to cooperate in a group	cooperate in a group?

Communication	Examples of communication
Vocabulary	
Revisited: familiar classroom objects	pointing to and naming materials
fabric, glass, metal, paper, plastic, wood	labelling materials
New: paper clip, jar, envelope, straw, bottle top	sharing ideas about properties, then reporting classifications
soft ↔ hard smooth ↔ rough	
transparent ↔ opaque light ↔ heavy	
flexible ↔ rigid natural ↔ manufactured	
magnetic ↔ non-magnetic	
Structures:	
(I think) it's … (I think) they're …	stating which objects are magnetic / will stick
It will stick ↔ It won't stick	to the magnet
Functions:	
describing materials	
'will' prediction	

Cognition	Examples of cognition
identifying objects and properties of the objects comparing different materials classifying materials predicting and reasoning	sorting materials into two different groups *(see Venn diagrams below)* classifying (range of properties) guessing and then explaining why some materials are magnetic
Citizenship be aware of recycling issues	**Example of citizenship** separating magnetic and non-magnetic objects into different bins

Resources
3–4 bags of 10–12 objects (at least half of which are known to the learners), magnets
Drawings of two Venn diagrams on board:
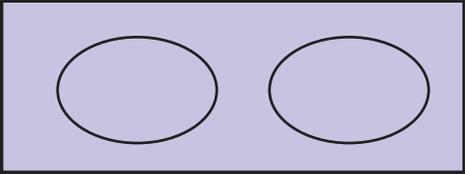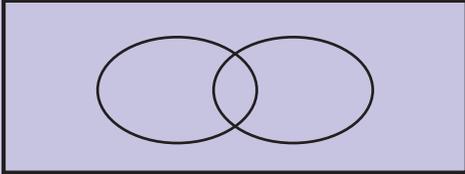
A   B

Worksheets + differentiated worksheets for less able learners
Vocabulary cards

Procedure

Whole class: Activate prior knowledge of materials. Learners look around the classroom
and 'point to something made of …'

Groups: Sort materials from bags into two different groups using the Venn diagrams.
Sort materials according to properties given (adjectives and opposites):
   predict which objects are magnetic and which are non-magnetic
   check predictions using magnets
Feed back ideas. Were there any surprises?

Individually: Learners record observations on worksheets.

Whole class: Final plenary: TPR – some learners act as magnets, some are materials –
who sticks?

Differentiation: Additional vocabulary cards and gap-fill sentences.

Follow-up: Investigate and separate school rubbish for recycling.

Planning a series of lessons

Look at this series of lessons for a CLIL project that could follow the one described on pages 32 and 33.

Lesson 2

Recycling materials	Learning outcomes
What can be recycled?	to know that some materials can be recycled and some reused
Which materials can be reused?	to be able to identify and sort materials which can be reused
How can we reduce our waste?	to be aware of reducing waste at school and at home

Lesson 3 (cross-curricular link)

Geography map work	to know how to interpret a large-scale map of the local area
Decide where you would place a new recycling centre in your local area.	to be able to identify places on the map and suitable places for placing a recycling centre
	to be aware of the importance of suitable locations

Lesson 4 (cultural focus)

Recycling centres around the world	to know about different ways recycling centres are designed
Examine photographs of different centres in order to compare and contrast them.	to be able to explain what the centres have in common and what is different
	to be aware of how to express ideas confidently

Lesson 5 (cross-curricular link)

Art and literacy and ICT	to know how to communicate using different forms of artistic expression
Design a recycling bin (shape, materials) using IT.	to be able to use IT to communicate ideas
Create a poster to advertise the recycling centre.	to be aware of persuasive techniques

Planning for delivering CLIL lessons

We need knowledge of how to plan effective CLIL lessons so that **input** (what we teach) is comprehensible and **output** (what the learners produce) is possible.

Before the lesson ...

- Examine content material.
  This helps identify any problems learners may have with materials. Learners may have problems because of the difficulty of texts or because of the level of thinking skills needed to complete the activities. Some texts or tasks may need to be adapted for the whole class or for some individuals.
- Use appropriate materials.
  Materials should present the content clearly. We may need to adapt them for the language level of the learners. *(See Unit 9 for adapting materials.)*
- Put lesson objectives, key vocabulary and activities on the board.
  This helps learners think in English from the start of the lesson and helps them focus on the learning.
- Provide a language-rich environment.
  This helps learners to focus on content language in context.

- Design tasks for meaningful production of subject content.
  These should motivate learners to produce subject-specific language.
- Plan a plenary for the end of the lesson.
  This gives learners time to think about content and language before they leave the classroom.

See The TKT Course *Units 19 and 20 for more information about lesson planning.*

FOLLOW-UP ACTIVITY *(See page 116 for answers)*

Look at the CLIL lesson plan headings (A–F) and the teacher's notes (1–6) for a history lesson. Put the teacher's notes for the lesson into the appropriate columns.

A Learning outcomes	B Procedure	C Communication	D Cognition	E Resources	F Assessment

1 texts with sources, worksheets and websites
2 comparing and contrasting; reasoning from evidence
3 to know about events in the past; to be able to ask historical questions
4 learners can use sources to find evidence
5 discuss how the ship was powered using source A
6 ask low and high order questions to elicit vocabulary in source material

REFLECTION

Think about these comments made by CLIL teachers.
1 Planning for CLIL takes a long time when you start teaching because there are many things to think about.
2 Learning outcomes in CLIL really help me to think of what the learners are doing rather than what I'm teaching.
3 Once I've written my lesson plans, I can use them again with some changes. I'm also happy to show my plans to others.

DISCOVERY ACTIVITIES

1 Think about how you were taught to plan a lesson. What is different about planning a CLIL lesson?
2 How can lesson plans be used to help:
   - teachers new to CLIL?
   - other colleagues?
   - parents?
3 Think of a CLIL lesson which you teach. Write a plan for it using the frame shown on pages 32 and 33. Which parts were easy to complete and which were difficult?
4 In one of your lesson plans, identify the thinking skills that are being developed. Look for evidence that the learners are developing reasoning, enquiry, creative thinking and evaluation skills.

5 How could you plan a series of lessons which involves cross-curricular work?
6 Read more about CLIL lesson planning at
   www.scribd.com/doc/5643274/CLIL-lesson-Plan-for-CCSS (pages 10–11)
   What are the similarities and differences between the lesson plan on the website
   and the plan on pages 32 and 33?

••

TKT: CLIL practice task *(See page 119 for answers)*

For questions **1–6**, look at the headings from a CLIL lesson and the three examples listed
A, **B** and **C**.

Two of the examples match the heading. One example does **NOT**. Which example does
NOT match the lesson heading?

---

1 Learning outcomes

   A   to be able to identify seas and oceans
   B   to be assessed on a text about continental shift
   C   to be aware of different opinions about how many continents there are

2 Procedure (activating prior knowledge)

   A   In pairs, learners look at the economic report and underline 5–6 words they don't
            know.
   B   In groups, learners tell each other 5 or 6 words they know about the economy.
   C   Individually, learners write down 5 or 6 economic words which they used in their
            homework task.

3 Communication

   A   Don't show the engraving until the learners have thought about its origin.
   B   Describe the sculpture using adjectives in the word box.
   C   Draw a shape which represents peace.

4 Cognition

   A   identifying the best way to find the value of x
   B   copying the graph of $y = 2x^2$
   C   sequencing the values of $y = x^3$

5 Resources

   A   data from experiment, sentence starters
   B   deleting, inserting and uploading data
   C   websites, webcams and word banks

6 Procedure (final plenary)

   A   Learners listen to a composition, then predict what kind of music it is.
   B   Learners say what they learned about musical composition.
   C   Learners think about their new compositions and say what they liked about them.

••

Unit 7   Language demands of subject content and accompanying tasks

> **LEARNING OUTCOMES**
>
> KNOWLEDGE: to know about the language demands of subject content in texts at sentence and word levels
> SKILLS: to be able to identify different text types and their purposes

■ What are the language demands of CLIL subjects?

In CLIL, learners produce, listen to and read a wide range of language. Learning subjects in a non-native language is not the same as learning a foreign language and it is not the same as learning subjects in the first language. CLIL teachers need to analyse the language demands of subject lessons and then plan and prepare relevant language support.

In most subjects, learners meet many different text types, or **genres**, in CLIL. Many CLIL texts are **non-chronological** and are used in most curriculum subjects. Every genre has specific features which make it different from other genres. We can help learners to become familiar with the language features associated with different genres. First, we need to identify the type of texts learners meet in their subjects, and then we need to help learners understand the purpose of the text and who it is for. We also need to help them identify language features in those texts. Language features are sometimes described at **sentence level** and **word level**.

■ Key concepts

Can you think of three different genres used in your subject?

What are the different genres in CLIL?

Genres in CLIL	Purpose	Example
NON-FICTION		
Discussion	to present an argument	Giving opinions for and against using nuclear energy (*environment*)
Explanation	to give reasons for how something works or why something is suggested	Explaining why there is not a relationship between the perimeter and area of a shape (*mathematics*)
Instructions / procedure	to tell the reader how to make or do something	Steps in how to write a computer program (*ICT*)
Persuasion	to convince someone of your point of view	An advertisement to show people how to take more exercise (*PE*)
Proposal	to recommend a future plan	How we can develop musical skills in the school (*music*)

Report	to present factual information, for example about an object, animal, person or place	A description of a democratic state *(politics)*
Recount	to recount past events, often in order of when they happened	A retelling of how a science experiment was set up *(science)*
Autobiography / biography	to retell events in your life or someone else's life	*The Life of Genghis Khan* *(history)*
Diary	to describe the events of a day or days	Samuel Pepys's diary *(history)*
Article	to describe or narrate a topic or theme for a publication	*The Countryside is Alive* *(environment)*
Essay	to express a viewpoint in writing in a formal context	An essay on why public services should be improved *(geography)*
Letter	to express a point of view (personal or impersonal)	A letter to a city council about increasing the number of bus routes *(environment)*
Review	to describe and give a reasoned opinion about a play, book or event	A review of an artist's exhibition *(art)*
FICTION		
Narrative	to entertain and inform	A story from another culture *(literacy)*
POETRY		
Poem	to describe an event, person, object or feeling in lines of verse	A poem about winter *(literacy)*

We can divide the language features found in different genres into sentence and word levels. Look at the examples in the table.

Genres and main features	*Language features: sentence level*	*Language features: word level*
DISCUSSION Introduction of the argument Arguments for and against with examples Summary of points and reasoned conclusion	passive forms giving examples complex sentences (e.g. contrast) conditionals	formal vocabulary impersonal pronouns (*it, they*) connectives of contrast (*however, but*)
EXPLANATION Factual information Opening and concluding statements Definitions Diagrams	present tenses passive forms sequencing or time connectives complex sentences (e.g. cause and effect)	technical, specialist vocabulary impersonal pronouns cause–effect connectives (*because of, as a result*)

INSTRUCTIONS/PROCEDURE Chronological sequence of events	statement of what is going to be made or achieved imperative forms result of the procedure	impersonal pronouns or second person (*you*) list of materials/equipment quantities sequencing connectives (*then, next, after that, later*) adverbs to describe how to do things
PERSUASION Arguments Summary with repetition	opening statement to get reader's attention present tenses suggesting: *should, must*	adjectives comparative and superlative forms strong adjectives for emotional effect personal pronouns (*you*)
PROPOSAL Factual information and suggestions with justification Recommendations for the future	recommending: *should, could* passive forms complex sentences (reasons) conditionals	formal vocabulary impersonal pronouns
REPORT Description of appearance, functions, habits and examples non-chronological text – factual	opening statement to define topic present tenses	subject-specific vocabulary impersonal pronouns adjectives
RECOUNT (*personal and impersonal*) Retelling events usually in chronological order	opening (where/when/what) past tenses examples closing statement	time connectives wide range of past verbs

(adapted from the *National Literacy Strategy Primary Framework for Literacy: Text types*)

The genres language learners meet depend on the curricular subjects in CLIL. Specialist vocabulary and topics are different in each subject.

Like texts, reading and writing tasks vary depending on the subject. Look at these examples of some task types learners meet in different subjects:

- In science subjects, learners hypothesise, observe experiments, describe procedures and record findings.
- In subjects such as history, politics and geography, learners read source materials, recounts, reports and case studies.
- In mathematics and economics, learners explain how they solved problems and describe data in graphs and charts.
- In subjects such as art and music, learners read and write descriptions and explanations.
- In ICT, learners explain word-processed data.

■ Key concepts and the CLIL classroom

The labelled 'explanation' text below shows how we can help learners understand how specific genres are organised.

Features of an 'explanation' text

*title

*facts about
 the process
 of producing
 electricity
*passive forms

* further
 explanation
* impersonal
 pronouns

*examples of
 use
*key vocabulary
 in bold

* diagram to
 show steps in
 the process
* subject-specific
 vocabulary

Electricity

■ LOOK AND READ

1. Electricity production

▶ **Electricity** is produced at **power stations** or power plants.
Water, steam or wind moves a **turbine** connected
to a **generator**. When the turbine rotates, the generator
converts mechanical energy into electricity, using
a magnetic field and a conductor.

Power stations use different energy sources to move
the turbine. Some use **non-renewable energies**, such as
coal, while others use **renewable energies**, such as wind.

2. Electricity transmission

The electricity generated at a power station is transmitted
through conducting wires to **substations** near populated
areas. It is transmitted through tall towers and special
electrical power lines called **high-tension power
transmission lines**.

3. Electricity distribution and consumption ③⓪

Power lines distribute electricity to homes, offices and
industries. It is used by different appliances to produce:

• **Heat**: for example, radiators
• **Movement**: for example, washing machines
• **Light**: for example, computers
• **Sound**: for example, doorbells

A hydroelectric power plant

Electricity generation, transmission and consumption

Generating electricity

Transmitting electricity

Consuming electricity
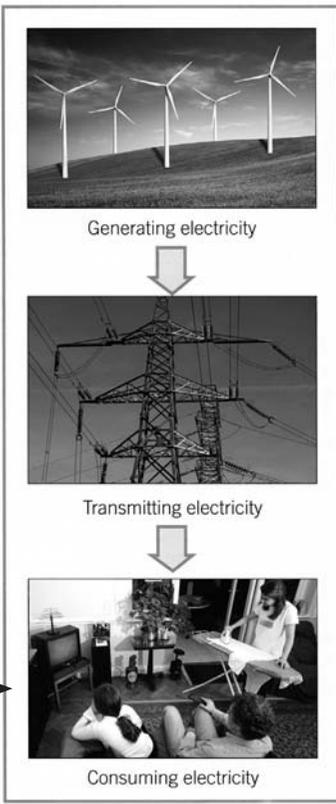
(text from *Essential Science 6*, Santillana Richmond 2007)

Look at the reasons for a **genre-based teaching** approach in CLIL.
- It helps teachers identify the language that learners need for their specific subjects.
- It helps teachers to support learners when they produce content language. Learners look at the whole text, then at patterns of language at sentence and word levels.
- It helps learners understand the language features they need to use for each subject.
- It helps learners take a critical approach to learning through analysis of their writing.

How can teachers use a genre-based approach?

Look at the process of teaching genre:

1 **Contextualizing**
What is the purpose of the text?
Who was the writer?
Who is the reader?

2 **Modelling**
At text, sentence and word levels to focus on the key language features of the genre

3 **Joint construction**
Learners and teacher work together to write an example of the genre. Use of speaking and writing frames for support.

4 **Independent construction**
Individual writing. Learners have a response partner to comment on the writing afterwards. Some support might be needed.

5 **Comparing** other texts from the same genre type so learners can think about similarities and differences.

(adapted from Feez 1998)

FOLLOW-UP ACTIVITY *(See page 117 for answers)*

Match the extracts from six different texts with the genres (text types).

	Extract	*Genre*
1	Put the tempo and beats per minute on your music and then add symbols to show how the music should be played.	discussion
2	Oil is a thick, dark liquid formed from tiny creatures. It is used for making fuels, plastics and medicines.	persuasion
3	There are many reasons why people want to live in the countryside. First, it is quieter as there is less traffic and therefore less pollution. It is said that the countryside has been changed by people moving to the cities but …	proposal
4	We put a test tube with acid in it into a container of cold water, then we heated the water until it boiled. Next, we used a sensor to record the temperature of the acid. After half an hour, we recorded the results.	instructions
5	New living museum opening soon. You must visit our amazing interactive displays using the latest technology. Move backwards and forwards in time at the touch of a screen. Create your own scenes in history. Open 7 days a week.	recount
6	It is recommended that the history department change the curriculum so that learners can study an ancient civilisation.	explanation

REFLECTION

Think about these teachers' comments. Do you agree or disagree with them? Why?
1 We should know about the different genres needed for our CLIL subjects.
2 Learners become better at reading and writing if they know what type of text you have given them and if you tell them what its purpose is.
3 Some text types are far more difficult to read and write than others.

DISCOVERY ACTIVITIES

1 Look at the texts in your coursebook. What kind of genres are they? What is the purpose of the texts? What are the main language features?
2 Compare two books used in your subject. Are the reading texts similar? Do they have similar specialist vocabulary? Do they have similar sentence-level features?
3 Look at the writing of three or four of your learners. Where do they have difficulties? Are the difficulties at word level or sentence level? Which sentence-level features do they need to correct?
4 Think of the types of text you read and write in L1 and in English. Which genre do you prefer reading? Which do you find difficult to write? Why?

TKT: CLIL practice task *(See page 119 for answers)*

For questions **1–5**, match the extracts from different genres with the purpose of the text listed **A–F**.

There is one extra option which you do not need to use.

Purpose of text

A to explain a procedure
B to retell events
C to persuade
D to present a balanced argument
E to describe characteristics
F to express a point of view formally

Genre extracts
1 Breakfast really is the most important meal of the day. If you miss breakfast, you will definitely lack energy by midday. So eat breakfast!
2 This essay will present an argument for preserving urban habitats.
3 Nature was our playground. We sat on flat stones and slid down the face of the large rocks. After being thrown to the ground several times, I got used to it.
4 A word processor has these features: it can create a document, store it electronically on a disk, display it on a screen, change it and print it on a printer.
5 To calculate the area of a triangle, first measure the base, and then measure the vertical height. Multiply the two numbers and halve the answer.

Unit 8   Resources including multi-media and visual organisers

LEARNING OUTCOMES

KNOWLEDGE: to know how to use a range of resources for CLIL and understand their purposes
SKILLS: to be able to describe different visual organisers and recognise when to use them

■ What types of resources are used in CLIL?

CLIL teachers use resources such as posters, flashcards, *realia*, subject-specific dictionaries and supplementary materials in printed form. A growing number of CLIL teachers now also have access to ICT (Information and Communication Technology). The growth in **multi-media** in schools and colleges means that many teachers use computer labs, digital cameras, CD-ROMs, data projectors and **interactive whiteboards** (IWBs). In addition, many CLIL teachers use visuals to support learning. All these resources can help educate CLIL learners in today's global society. ICT and the Internet provide a rich source of CLIL materials and help learners understand ideas and experiences from many people, communities and cultures.

■ Key concepts

Equipment
Multi-media includes the combination of audio, video, graphics, text and animation. When teachers or learners control what, when and how the material is presented, then it is interactive multi-media and learners can explore and discover subjects at their own speed. Interactive whiteboards are used in many schools and they can improve teaching and learning by helping learners understand new concepts and by increasing learner involvement and motivation.

Organising information
There are also resources known as **visual or graphic organisers**. Organisers help learners in many ways. They help them to:
● connect knowledge and ideas presented in CLIL
● understand and recall information
● select, transfer and categorise information
● produce oral and written language
● think creatively.

Organisers can be simple or complex but all of them have connecting parts. They were first developed to improve learning in science subjects. A mind map is one type of visual organiser.

What are some of the key visual organisers? How are they used?

We can select visual organisers according to the type of task which the learners need to do.

Learners need examples of language which are used with different organisers.

There are several common patterns:

Name	Type of task and examples of language used	Visual organiser
bar chart	to show frequency or quantity using rectangles which are the same width, but different heights	
binary key	to divide information into two parts using a series of questions, each of which has only two possible answers *Language* closed questions	
Carroll diagram	to sort yes/no information according to two sets of opposite criteria *Language* *for example, such as* subject vocabulary	
cycle	to show a series of events which happen again and again in the same order *Language* *then, next, after that, later*	
mind map	to show facts and their relationships about specific people, places, objects or events – the information does not need to be in any particular order *Language* *and, also, in addition, as well as, too*	
flow diagram or **flow chart**	to show the order of a process or the order of how decisions are made *Language* *then, next, after that, later, eventually, finally*	
grid (squares set out in rows and columns)	to show locations of places, e.g. on maps	
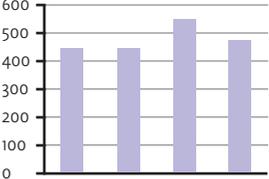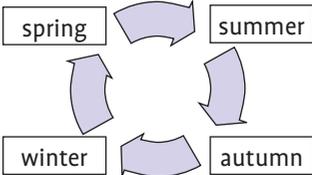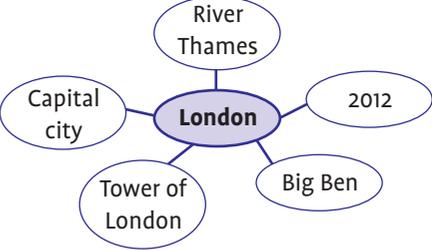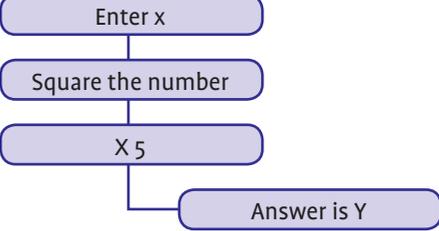
line graph	to show a trend or data using X and Y axes	
pie chart	to show different amounts or frequencies as parts of a circle	
process / cause–effect diagram	to show a cause–effect network which leads to a specific outcome or to show a sequence of steps leading to a product *Language* *as a result, because of, therefore, so*	
quadrants	to show connections between concepts, e.g. a sound can be high and soft, high and loud, low and soft, low and loud; sounds can also vary within these quadrants *Language* *and, but not, quite, not very*	
storyboard	to plan and write a draft of events in a story, sometimes with speech and thought bubbles *Language* direct speech	
T-chart	to show two sides of a topic such as: for and against an argument; the advantages and disadvantages of something; facts and opinions	
table	to categorise information or for summarising *Language* subject vocabulary or phrases	
time-line	to show events, usually in chronological order *Language* dates, times, notes	
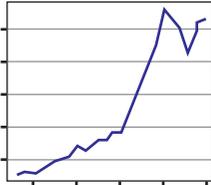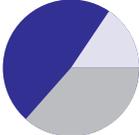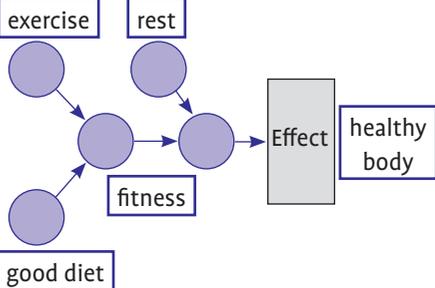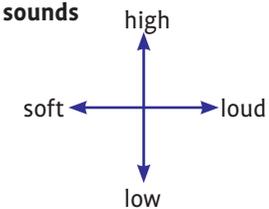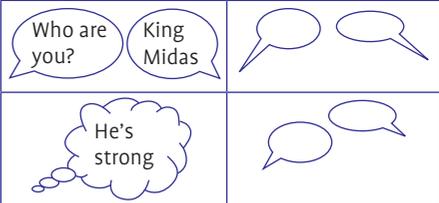
tree diagram	to classify words and show their relationships, often with examples ***Language*** *under, below, above, at the top, on the same level, an example is*	
Venn diagram 1	to show similarities and differences – similarities are in the intersection between the circles; differences are in the parts of the circles which do not intersect ***Language*** *such as, the same, different*	
Venn diagram 2	to show part of a larger group ***Language*** subject vocabulary	
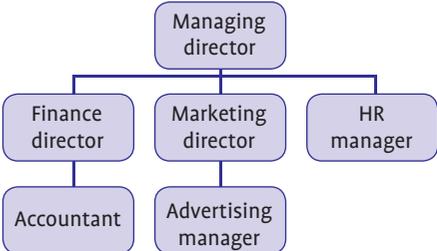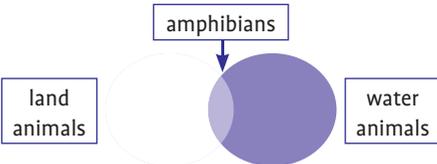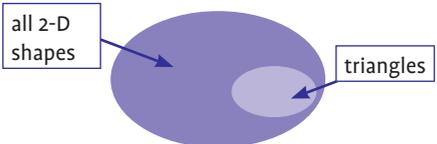
■ Key concepts in the CLIL classroom

What are some of the uses of multi-media in CLIL?

- creating images to make content come alive in the classroom, e.g. the water cycle, constructing experiments, narrating historical events
- helping learners understand abstract content, e.g. in mathematics and philosophy
- making presentations of subject content and of learners' work
- accessing websites through the Internet to find out more about particular subjects
- enabling teachers and learners to communicate their ideas by mixing text, images and sound
- enabling learners to exchange information and **collaborate** (work together) with each other and with other learners around the world by, for example, emailing, **blogging** and tweeting (for writing ideas on the Internet) and **podcasting** (for audio recordings)
- developing data handling skills (using and interpreting information), enquiry and creativity while practising computer skills
- personalising learning, developing learner autonomy and providing learning support
- using and designing databases
- using software for images and drawing
- using interactive whiteboards to change the pace of lessons.

How can we use visual organisers in CLIL?

First, we need to decide which organiser is the most effective for the task. What is the purpose of the organiser? Is it to classify, to describe, to give examples, to explain a process, to identify, to show the order of events, to show cause–effect relationships or to show similarities and differences?

Next, we need to decide how we are going to use it. Are we going to use it for an individual task or are we going to use it for a group task to encourage collaboration and sharing of ideas?

Finally, we need to think about when we are going to use it. We can use visual organisers:

- at the start of a class – to recall information or to express new ideas
- during a lesson – to support learners as they take notes or to support them as they produce spoken or written language
- after a lesson – to help learners link ideas presented in class
- at the end of a lesson, unit or module – to assess understanding of concepts, and relationships between concepts.

FOLLOW-UP ACTIVITY *(See page 117 for answers)*

Which visual organiser? Look at the table on pages 44–46 and decide which visual organiser is best for the following tasks.

1 Learners have to show the family relationships between members of an 18th century royal family.
2 Learners want to show similarities and differences between two deserts in different continents.
3 Learners need to understand the order of events leading up to a revolution.
4 There are many causes of climate change. Learners are asked to show the causes and effects.
5 Learners are asked to sort mathematical shapes into two sets of different criteria.
6 Learners need to show the order of the steps in writing a computer program.
7 Learners need support to plan how to write a play script about life one hundred years ago.
8 Learners collaborate on a project about environmental art. The teacher wants to find out what they already know about the subject.
9 Learners have to show the advantages and disadvantages of building a new road around a city centre.
10 Learners need to understand the differences between musical instruments. They are going to write questions for other groups to work out which instrument is which.

REFLECTION

Look at these teachers' comments. Do you agree with them? Why or why not?
1 One effective way to help learners understand complex knowledge is to give them models of visual organisers.
2 The use of IT in CLIL motivates all learners.
3 The most important training opportunities for CLIL teachers to develop their classroom skills are those for ICT.

DISCOVERY ACTIVITIES

1 What kind of multi-media equipment do you have in your school? How is it used in CLIL?

2 Keep a record of the visual organisers you use. Make notes in a grid similar to the one below.

Visual organiser	Topic area	Purpose (e.g. note taking, speaking frame, planning written work)	Comments for future

3 Have you tried a variety of organisers? If you always use the organiser for a particular purpose (e.g. note taking from a text), try using it to develop production of language. Record the reason you used it, e.g. to develop speaking skills. Record if the learners produced accurate and/or fluent language as a result of using it.

4 Which organisers were most helpful for the learners? Did they improve language production? Which organisers are not useful for your subject? Why?

5 Use the *TKT: CLIL Glossary* to find more examples of how the organisers can be used. How can you adapt them for the subject you teach?

TKT: CLIL practice task *(See page 119 for answers)*

For questions **1–6**, choose the best option (**A**, **B** or **C**) to complete each statement about the uses of visual organisers.

1 We can use a Venn diagram to

   A   brainstorm facts about ocean ecosystems.

   B   write down our opinions about how to solve the problem of pollution in the oceans.

   C   look at the similarities and differences between the Pacific and Atlantic oceans.

2 We can use a cause–effect visual organiser to

   A   show what happens if we live an unhealthy lifestyle.

   B   explain the stages of a life cycle.

   C   record the number of people who take different types of exercise.

3 We can use a flow chart to

   A   describe spreadsheets and databases.

   B   show the differences between a monarchy and a republic.

   C   explain the stages of work in a farmer's year.

4 We can use a time-line to

   A   record the stages of a scientific experiment.

   B   show how changing one part of an experiment affected the result.

   C   describe the differences in the results of our experiments.

5 We can use a mind map to

    A   write down, in chronological order, the key dates in the decline of the Roman Empire.

    B   write down as much as we know about the Roman Empire.

    C   write down a fact about our own country and the Roman Empire.

6 We can use a Carroll diagram to

    A   identify musical instruments used in orchestras.

    B   group instruments according to what they are made of and how they are played.

    C   compare and contrast the names of musical instruments from around the world.

•••

Unit 9 Materials selection and adaptation

LEARNING OUTCOMES

KNOWLEDGE: to know how CLIL materials are selected
SKILLS: to be able to adapt subject-specific materials

■ How can we choose materials and how can we adapt them for CLIL?

CLIL materials need to show curriculum subjects presented in a non-native language very clearly. CLIL materials are usually different from materials found in ELT coursebooks. Language courses have materials which are often selected because of a grammar or functional syllabus and also because of a topic. Topics are usually chosen to present and practise grammar or a set of functions. CLIL materials, however, are selected because of the subject content, for example, mathematics, art, history. The language needed to support the subject is then considered. Materials can be translated from the L1 curriculum, taken from native speaker coursebooks, downloaded from the Internet or made by teachers.

Look at these texts about history from three different sources: 1 an ELT coursebook 2 a native speaker website   3 a CLIL coursebook and read the list of differences.

1 The History of a Town

10,000 BC
Twelve thousand years ago, our town wasn't a town. It was a camp for people of the Stone Age, The people were hunters. They lived in tents by the river. There was a forest round the camp.

2,000 BC
Four thousand years ago, our town was a small village. The people were farmers. There were some simple houses, but there weren't any streets.

110 AD
In the year 110, our town was a Roman town. There was a bridge across the river. There were several shops and there was a bar. There was a school too.

1200
The Roman town didn't survive, and in 1200, our town was a village again – a medieval village. There was a church and a castle. There was a shoe shop and a baker's. Once a week, there was a market.

2 The History of Scotland

Early Scotland

These early years see Scotland evolve from a Stone Age society to a network of independent kingdoms. Through invasion and conquest a new vision of Scotland would emerge - a new kingdom called Alba.

Two tribes are at the heart of this transformation - the Picts and the Gaels.
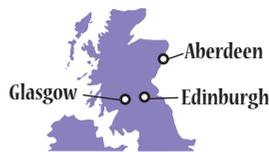
Use the maps and timeline to explore this chapter of Scotland's history.

3200BC   937AD   1018

Early Scotland 3200BC   Hadrian's Wall 122

Quick links

YouTube: Watch Video: The Angle invasion of Alba.
www.bbc.co.uk/scotland/history/article/kingdom_picts

(from *Messages 2* by D. Goodey and
N. Goodey, Cambridge University Press 2005)

3 The History of Farming

| **Differences** |

Moving towards settlement

Hunter-gatherers did not settle down, build homes and begin to grow **crops** all at once. Some people began by storing food in places for their next visit. This isn't farming. But it is planning, not just gathering. Some people cleared parts of a forest so animals would feed there. This meant the animals were easier to find. Some people stayed for longer periods of time at one of their camping places.

People began to farm the land and **domesticate** animals in the Middle East about 12,000 years ago. There were farmers in southern Europe by 7000 BC. There were farmers in northern Europe, including the Netherlands, by about 4000 BC. People living in the same area did not all start to farm at the same time. Some people became farmers, while others were still hunter-gatherers. Sometimes, hunter-gatherers and farmers fought each other. But they also often **traded** and married between groups.

What makes a farmer?

When do hunter-gatherers become farmers?

Four key tests are:
• Do they live in one place?
• Do they live in villages?
• Do they grow crops?
• Do they have domesticated animals?

reindeer
camel (Bactrian)
yak
camel (Arabian)
chicken
oxen,
water buffalo
turkey
llama,
alpacia,
guinea pig

Farming established before 5,000 BC
Farming developed between 5,000-2,000 BC

This map shows the earliest farming groups we know of and how farming spread. It also shows places where we know that some animals were first domesticated.
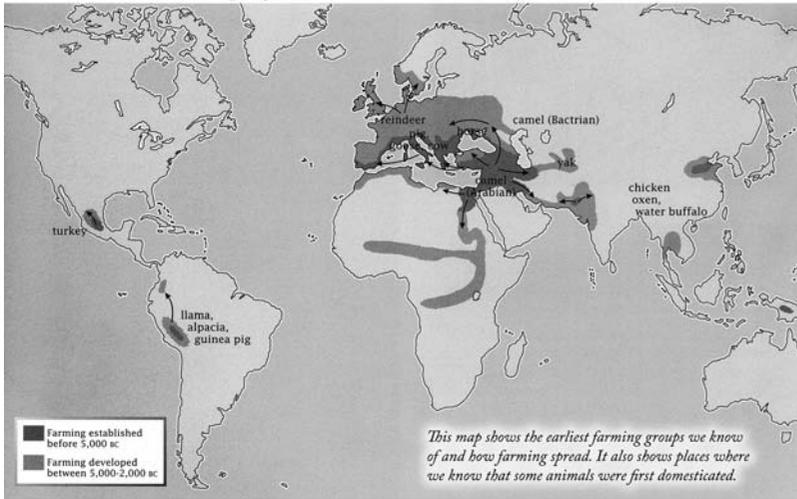
ELT Coursebooks
About 8–10 new vocabulary items
Language is graded
Rarely planned to match the L1 curriculum
Historical skills are not usually developed

Native speaker website
Wide range of content vocabulary
Advanced use of language
Content linked to a national curriculum
Historical skills developed *(use of time-lines, photographical evidence, documentary)*

CLIL coursebooks
Wide range of content vocabulary
Language is nearer native speaker
Content often linked to the L1 curriculum
Historical skills are developed *(e.g. interpreting data: looking at evidence)*

(from *Digging Deeper 1* by J. and P. Shuter, Heinemann 2007)

■ Key concepts

In CLIL, learners study a curricular subject or a topic area from that subject which is usually in the L1 curriculum. Learners become knowledgeable about the subject in the target language and develop skills needed for that subject. Materials therefore need to include skills particular to the subject and they need to offer progression. The table shows examples of CLIL subjects and some skills the subject aims to develop. In all subject materials, we should give learners opportunities to achieve and enjoy learning.

Subject	*Skills developed*
Art and design	Investigating and observing the natural and non-natural world Creating and imagining through visual forms Creating practical products
Citizenship	Finding out more about local and global issues Making group decisions about positive changes to local/global environments Exploring identity

Geography	Describing and explaining geographical patterns and processes Investigating how people, places and cultures are interdependent Using ICT to carry out investigations
History	Using historical evidence to reach conclusions Interpreting events, people and changes in the past Linking life today with life in the past
ICT	Selecting information from a wide range of sources, and evaluating its accuracy Communicating digital information to others in a variety of ways Using ICT to support creativity, learner independence and collaboration
Mathematics	Solving problems in different ways Making links between mathematical ideas Investigating strategies
Music	Listening to, composing and performing music Exploring how ideas and feelings are expressed in music from different times and cultures Playing music with others
PE	Taking part in fitness activities, sport and dance Selecting tactics for competitive situations Developing physical strength, stamina and speed Working as a team
Science	Developing an interest in the world Using evidence from experiments to explain scientific ideas Carrying out investigations and evaluating work

What should we ask about CLIL materials?

Are the materials:
- appropriate for the age of the learners and the stage of learning?
- fit for purpose? Do they match the learning outcomes?
- linked to CLIL aims? Do they consider content, communication, cognition, culture?
- progressive in subject content, in language, in cognitive demands, in task demands?
- supportive? Do they have word banks, language frames and visuals?
- varied in skills, tasks, interaction?
- collaborative, challenging and achievable?
- motivating and complete?

■ Key concepts and the CLIL classroom

We need to select and adapt CLIL materials carefully because we need to help learners understand subject content. There are many ways of doing this at text, sentence and word levels.

- At text level we can include visuals, diagrams, **animation** (moving images on a screen) and visual organisers. We can make sure the page *layout* (design of the page) is clear.
- At sentence level we can include definitions and short explanations.
- At word level we can use labels or highlight key content vocabulary by underlining, using capital letters or using **bold font**. We can also add word banks and glossaries of key content words.

Look at the example of a page from a science book. Look how the content is presented to support the learning.

	subheading in capitals and in colour
	definition
	key words in boxes and in capital letters
	explanation in brackets
	clear diagram to explain text visually
	a variety of font sizes
	cause–effect organiser
	sentence-level language support

HOW METAMORPHIC ROCKS ARE MADE

'Metamorphism' means 'changing form' and metamorphic rocks are made from other types of rock (usually sedimentary), which have changed in some way due to huge amounts of HEAT and PRESSURE.

The PRESSURE comes from the huge weight of rock pressing down from above ...
... the HEAT comes from the molten magma (liquid rock) inside the Earth's surface.

Sedimentary rock with lots of grains ...

PRESSURE

MAGMA

... changes to metamorphic rock with lined up crystals.

In this case the sedimentary rock is exposed to great pressure, from the rock layers above, and high temperatures from the solidified magma in direct contact with it. This causes it to undergo change, forming a different rock type.

PRESSURE OF ROCKS ABOVE

HEAT AND PRESSURE FROM MAGMA

COMPRESSES THE LAYERS

LAYERS OF MUDSTONE ... ... turned into ... ... LAYERS OF SLATE

(from *Essentials of Science,* edited by K. Whelan, Lonsdale 2002)

Materials can also be adapted by:

- reordering language in a *rubric* or in a text

Example	Adaptation
Describe how the population is distributed with reference to the areas on the world map opposite.	Look at the world map opposite. Describe how the population is distributed in the areas on the map.

- **paraphrasing language**

Example	Adaptation
Explain why the south-east is *more prone to* flooding.	Explain why the south-east is *more likely to* flood.

- **removing unnecessary details**

Example	Adaptation
When experimenting with media, *get into the spirit of it and* don't be afraid to try new ideas.	When experimenting with media, don't be afraid to try new ideas.

- reducing length of sentences

Example	Adaptation
The advantage of word processing is that you can make changes without retyping the whole document and if you make a mistake, you can easily correct it.	The advantage of word processing is that you can make changes. You don't have to retype the whole document. If you make a mistake, you can easily correct it.

We can also select and adapt ELT materials for CLIL. Look at this example from a language coursebook and the suggestions for how it could be adapted.

ELT focus	**Adapting for CLIL**
Content Animals	**Content** Science (living things)
Communication What animals can and can't do	**Communication** What are the characteristics of living things?
	Cognition Compare and contrast the animals. Classify them into two different groups and write two more examples.
Task Complete a sentence gap-fill exercise with missing verbs.	**Task** What do these animals have in common? Think of their habitats.
Follow-up Facts and opinions.	**Follow up** Check out **www.bbc. co.uk/schools/ ks2bitesize/ science/activities/ variation.shtml** Play the game!

THE WORLD OF ANIMALS

The cheetah lives in Africa and Asia. It has got very powerful legs. It can run 100 kilometres an hour.

Penguins can swim but they can't fly.

Chimpanzees can't talk but they can use sign language.

Owls have got very large eyes. They can see in the dark.

- **Grammar revision** *verbs*
  Complete the sentences with:
  is   are   has got   have got   can   can't
  1 Owls *can* see very well in the dark.
  2 Penguins _____ wings but they _____ fly.

- **Facts and opinions**
  Which is a fact and which is an opinion?
  1 Penguins can't fly.
  2 I think that's interesting.

(text adapted from *Messages 2* by D. Goodey and N. Goodey, Cambridge University Press 2005)

Notice how the tasks in the ELT book focus on language. When adapting tasks for CLIL, they need to focus on learning about the curricular subject.

FOLLOW-UP ACTIVITY *(See page 117 for answers)*

Here are some examples of language found in curricular subjects. How would you adapt the language to make it clearer for CLIL learners? There is more than one possibility.

1 Look carefully at the picture, which is a bowl painting and shows some women carrying out day-to-day activities, and then describe what is happening. (art)
2 The Vikings stumbled on North America thinking it was another small island. (history)
3 Explain what is meant by the term democracy. (politics)
4 Bounce the ball with a bat for as long as you can, but before that, keep the ball in the air using the bat. (PE)
5 Use the graph to work out the cost of the computer and the number of months the customer will need to pay for it. (maths)
6 People emigrate from cities because of high costs and poor housing. There are other factors such as crime rates, pollution and overcrowding. Overcrowding is a problem. (economics)
7 All humans need water to survive and in modern, developed countries, clean water is easy to find as we simply turn on the tap, but in some countries, water is a luxury. (environment)

REFLECTION

Think about these comments made by CLIL teachers. Which do you agree with and why?

1 Learners prefer to use CLIL materials from the Internet rather than using our coursebooks.
2 It takes too long to adapt native speaker materials for my classes.
3 It's easier making my own CLIL materials because I can never find what I want.
4 Learners really like CLIL materials as they have so many diagrams, charts, graphics and animations.

DISCOVERY ACTIVITIES

Look at what a group of 14–15-year-old Spanish learners wrote when they were asked what advice they would give CLIL materials writers:

- More translations of science words. Give the notes in Spanish and English.
- More vocabulary and more diagrams on the worksheets.
- Give us more explanations.
- We need dictionaries and more images. Use games so the classes are more fun.
- Work with games so the classes are more funny.
- The complicated words in English and the Spanish words next to the English.
- Put the hard vocabulary at the side of the page in Spanish. Put more pictures.

1 Ask your learners what advice they would give CLIL materials writers. Are their suggestions similar or different?

2 Look at the checklist about CLIL materials on page 52. Find some CLIL materials you have made or that you use. Do they have the features listed?

3 Choose a book or some worksheets you use and find three rubrics which you could improve.

4 For more ideas to help you design CLIL materials, look at:
www.cambridge.org/uk/education/secondary/essentials/mathematics/planner.htm
www.cambridge.org/uk/education/downloads/vikings/tour.htm
www.cambridge.org/uk/education/secondary/essentials/science/planner.htm
For interactive ideas see:
www.bbc.co.uk/schools/gcsebitesize/music/musicalelements/instrumentationrev1.shtml

TKT: CLIL practice task *(See page 119 for answers)*

For questions **1–7**, match the learners' comments with the most suitable way you could adapt the CLIL materials, listed **A–D**.

You will need to use some of the options more than once.

Ways to adapt CLIL materials

A add a diagram
B highlight key content vocabulary
C remove unnecessary details
D paraphrase words

Learners' comments

1 I understand the picture which shows us how plastic is made and I've tried to guess the words in the explanation but I just can't understand them.

2 There are so many words in this report. How can we know which are the most important ones to learn?

3 We've tried to work out what this process is about but there's nothing to help us understand it.

4 We need to learn this new vocabulary about alternative energy but we just can't look up all the meanings in the lesson.

5 It's impossible to imagine what's happening inside the volcano.

6 I could understand most of the homework worksheet about the PE equipment but I had to keep looking at it for the names of the PE equipment which we have to use in the gym.

7 I took so long to read the business article because the writer had added examples of so many different types of companies but many of them were the same.

Unit 10 Activity types

LEARNING OUTCOMES

KNOWLEDGE: to know how to describe a range of activity types for CLIL
SKILLS: to be able to match different activities with their purposes in the classroom

■ Which activity types are most suitable for CLIL?

Many CLIL activities are similar to those in ELT coursebooks and subject textbooks. These include activities such as those in TKT: *categorisation*, *cloze test*, *gap fill*, *labelling*, *matching*, *multiple choice*, true/false, ordering words/sentences/paragraphs, *jigsaw reading and listening*. There are also activities such as classification tasks, word/sentence/text/table **completion**, **information transfer**, **feature identification**, (e.g. underlining key nouns), **freeze frames**, **pyramid discussion**, poster presentations and **loop** or **domino games,** which are common in CLIL.

In CLIL we need to provide activities
● for communicating subject content orally
● for developing listening and reading strategies
● for supporting written or physical production.

Activities need to be linked and sequenced so they are progressively challenging. Learners are more likely to be motivated if the activities are meaningful and relevant and if they know the purpose of the activity. Learners need to know the differences between spoken and written forms of language used during activities.

■ Key concepts

Are there any activities which are suitable for particular curricular subjects?

Some activities, such as matching, carrying out surveys and web searches, are used in most CLIL subjects but some activities are used more often in some subjects than in others.

Here are examples of activities used in curricular subjects. Which can be used in other subjects?

Subject	Activity	Example
Art and craft	observing and drawing patterns	Look at the Greek plate. Draw a plate design showing a repeated pattern.
Economics	stating advantages and disadvantages	What are the advantages of having a business plan?
Environment	web search	Look up www.kidsplanet.org/factsheets/map.html. Make notes on three endangered animals.

Geography	interpreting maps	Study the map below. In which directions are the Earth's plates moving?
History	developing arguments	How did developments in trade affect people's lives?
ICT	data transfer	Enter the data to update the spreadsheet.
Literacy	table completion	Use the table to make notes on the text type, who the reader is, and the purpose of the text.
Mathematics	describing shapes	Describe the triangles using as many of the key words as possible.
Music	interpreting sound	Which rhythm pattern matches the sound clip? Click the correct box.
PE	ranking	Watch the video of a training programme, then rank the activities according to how much strength is used.
Science	fair testing	Set up a fair test to see how waterproof the materials are. (same amount of water, same size of material, different material)
	classification	Create a bilateral key to identify eight insects.

We need to know the purpose and focus of activities so that learners can develop subject-specific skills as well as lower order and higher order thinking skills.

Look at the two sets of activities which follow the presentation of topics from history. The first is from an ELT coursebook with CLIL sections and the second is from the Workbook of a CLIL history course.

Look at the differences:

1   Focus and purpose

Mini-project My capital city

Write a project about the history of your capital city. Use the example of London above as a model. Choose two different periods in your country's history. Write a short text about each one. You could include:
- How many people lived there.
- Who the ruler of the country was.
- Any historic event that took place at the time.
- Pictures to illustrate the text.

You could present the information in the form of a diary. Imagine that you are someone living in the city at each of the times you have chosen.

* writing focus based on model text
*to present factual information about local context

*creative writing focus
* to write in a different genre

(from *More! 3* by H. Puchta and J. Stranks, Cambridge University Press 2006)

Focus and purpose

1. 'Heads and tails'. Complete each sentence by copying a 'tail' (the second half of the sentence) into the space.
   a) Hunter-gatherer groups often _____

* Lower order thinking skills focus
* to match and remember historical facts

2. Use the information on the map and an atlas to list the modern countries where farming developed.

* map skills focus
* to locate and compare information

3. Show the development of farming on this time-line.

30,000	25,000	20,000	15,000	10,000	5,000	0

Years ago
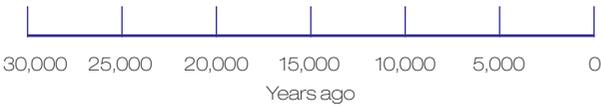
* focus on using a visual organiser
* to transfer information: note taking

4. Study source A. What evidence is there that shows that this is a picture after the development of farming?

* focus on studying a source
* to interpret historical evidence

(from *Digging Deeper 1* by J. and P. Shuter, Heinemann 2007)

Here are interactive activities from a native-speaker website. We can also adapt these for CLIL.

Look at the possibilities for adapting them during the lesson.

Activities

Ways to adapt activities

Answer the questions, look at the evidence and **impress your friends** with some cool facts. You can type **notes** on the notepad below (just click on it) as you go along.

* pre-teach vocabulary: **show how good you are by telling** your friends …

* Change task: **some key words**

How did the Vikings know how to get to places without a map?
Click on one of the **answers**.

* substitute words orally: '**pictures**'

That's correct, the Vikings would use the sun and the stars as a guide.
And they looked out for **familiar landmarks** such as mountains.

But how do we know this?
(EVIDENCE) → *video clip with transcript to explain evidence*

* write glossary on board **places they knew**

* Watch video clip with sound off, then ask learners what they saw.

From www.bbc.co.uk/scotland/education/sysm/vikings/flash

In the CLIL section of the ELT coursebook, the purpose of the activities is to develop writing skills from a model text and then to extend writing with a creative follow-up. In the CLIL Workbook, the purpose of the activities is to produce historical facts

accurately and then to progress to higher order thinking skills needed for studying history. Learners transfer facts onto an historical time-line and interpret evidence from historical sources.

■ Key concepts and the CLIL classroom

There are many activities which are effective for developing knowledge of subject-specific content. Here are some examples:

- **Loop or domino games**
  These can be used to revisit content vocabulary. They develop accuracy and intensive listening skills.
  Procedure: Share out a set of dominoes like the ones in the example below. One learner reads the definition on the first domino, the others look for the word it defines. The learner who has the domino with the word which matches the definition, calls out the word. This second learner then reads the definition on their domino. Whoever has the word which matches the definition reads it out. The activity continues until all the dominoes have been used. The final definition matches the word at the top of the first domino.

pollution	the environment	a rainforest	climate
the air, land and water where plants, animals and people live	an area in a tropical country with many trees	the weather conditions in a particular area	the result of putting dangerous chemicals into the land, water and air

start →
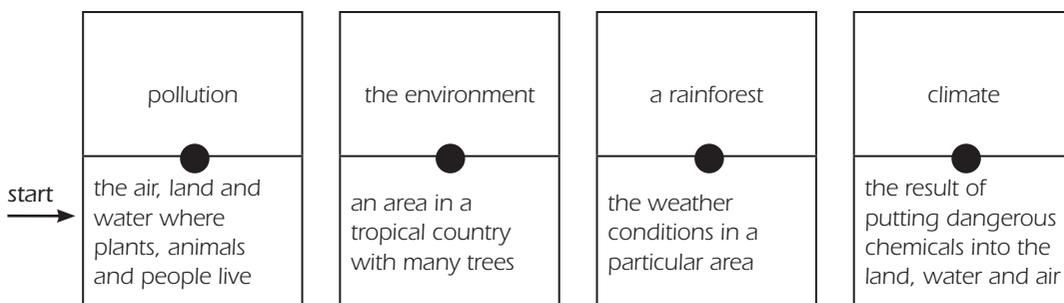
- **Pyramid discussion**
  This is a negotiating activity where learners work together to select a set of items from a list. The activity develops oral communication, collaboration and production of content vocabulary.
  Procedure: Choose items from a subject area you have taught, e.g. famous paintings. Display pictures of the ten paintings or their titles on the board. Explain that the school is going to hang copies of them in the corridors. However, they can only hang five of them. Individually, learners choose the five they would like the school to display. Each learner then pairs up with another learner and they agree on the five paintings they want to hang. The pairs then form groups, agree again on which five to hang. Groups give feedback on their choices and the paintings which are chosen most often are displayed. As a follow-up, the learners could then Google the names of the paintings to find out more information about them.
- **Hot seat**
  This is an oral activity to develop communicative fluency, questioning skills and reporting of accurate content facts.

Procedure: A learner sits at the front of the class in the role of a character (historical, political, artist, musician, etc.). The other learners take turns to question the character in the hot seat.

● **Identification keys**

As well as being visual organisers, keys can be used as activities to identify, categorise and compare objects, people, places, etc. Keys involve reading and writing activities which develop higher order thinking skills and content accuracy. They are often used in science, for example to identify types of plants and animals, but they can be used in most subjects. Keys can be **binary** (they involve a progression of questions which have only two possible answers) or **lateral** (they are used for comparing features).

Procedure: Photocopy or draw blank keys. Learners then create keys either from their own knowledge, or by reading information from a text and then transferring that information onto the keys. See the examples below.

Binary key (identifying shapes)
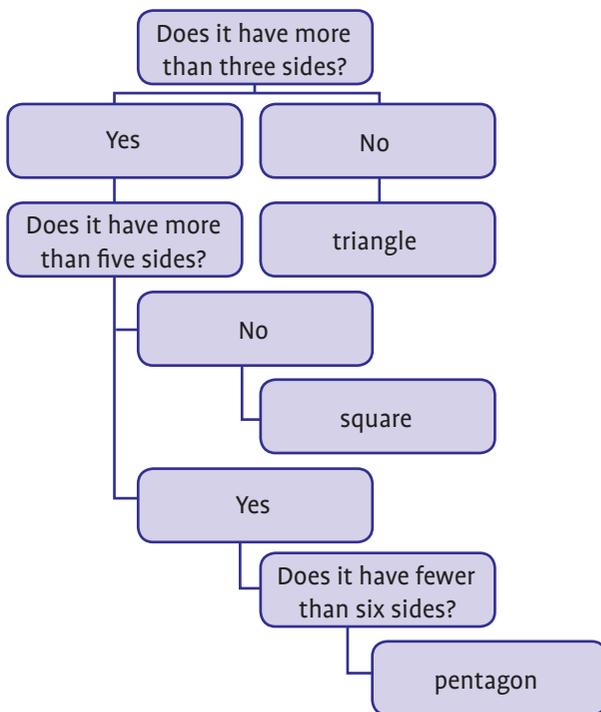
Lateral key (identifying animals)

Body covering

	hair	feathers	scales	other
fish			✗	
bird		✗		
frog				✗
mouse	✗			
snake			✗	

Limbs

	legs	wings	fins
fish			✗
bird		✗	
frog	✗		
mouse	✗		
snake			

1 *Which animal has hair and legs?*
2 *Which animal has scales but no fins?*

FOLLOW-UP ACTIVITY *(See page 117 for answers)*

Here are four activities for CLIL. What are they called?

1 You write ten words on the board from a topic you have just studied and ask learners to choose half of them to find more information about on the Internet. Learners then work in pairs and then in small groups to agree on the words they will Google to find their information.

2 Write questions with yes/no answers to identify different types of sports.
3 Learners ask a series of questions to another learner who is acting the role of a famous inventor.
4 You read out a definition of a word from your subject, a learner reads out the meaning from a card, then that learner reads out a second definition for another learner to find. The game continues until all the words and definitions have been read out.

REFLECTION

Think about these comments made by learners. Do they reflect your CLIL context?
1 We like doing maths activities and games but our teacher doesn't have time to let us do them.
2 Some activities don't help as we just use our first language.
3 More activities would help us remember all the new vocabulary. We like when they're linked to work we've just done.

DISCOVERY ACTIVITIES

1 Look at the table on pages 57–58. Think of your subject and decide which of the activities, listed in the middle column, you could use in the CLIL classroom.
2 Do your learners know the purpose of the activities you use? How can you check this? Ask your learners to give their opinions about doing different activities.
3 Photocopy and hand out a selection of activities from your coursebook and then ask learners to write down their purpose. Is it oral communication? Is it to check content learning? Is it to extend their thinking?
4 During one week of teaching, note down the types of interaction your learners are involved in while doing subject-related activities. Is it similar in most classes you teach? How could you use activities to develop communicative competence in your subject?
5 Look up www.enchantedlearning.com/Home.htm Search the site and find three or four activities you could use or adapt for your subject. Write down their purpose and how you would introduce them to your learners.
6 Design a binary key to identify words in your subject or design a lateral key so learners can write questions about the information in the cells.

TKT: CLIL practice task *(See page 119 for answers)*

For questions **1–6**, look at the teacher's purpose for using activities and the three possible activities listed **A**, **B** and **C**.

Choose the activity which matches the teacher's purpose.

---

1 The teacher wants to activate prior knowledge of the subject.

  A   Learners complete a diagram about trees using information from their books.
  B   Learners use a mind map to put information about trees in all the boxes.
  C   Learners describe a tree from a labelled drawing on their worksheets.

2 The teacher wants to check the learners' understanding of key subject-specific vocabulary.

    A   In small groups, learners play a loop game with mathematical words and their definitions.

    B   In pairs, learners look through a maths book and write down any formulae they can't work out.

    C   Individually, learners write the coordinates of four mathematical shapes into a gap-fill activity.

3 The teacher wants to check that learners know the similarities and differences between musical instruments.

    A   Learners order words to describe musical notes on a scale from the shortest to the longest beat.

    B   Learners write the names of musical instruments in the appropriate place in the Venn diagram.

    C   Learners transfer words to describe sounds into a lateral key.

4 The teacher wants to develop questioning skills.

    A   The teacher hands out a leaflet written by an environmental activist and asks the learners to answer the questions written at the end of it.

    B   The teacher asks learners to write ten words related to the environment and then with a partner to colour code them into different groups.

    C   The teacher organises a role-play activity with one learner in the hot seat as an environmental activist.

5 The teacher wants to develop learners' awareness of how to structure an argument.

    A   Learners read a business report which lists several different production methods.

    B   Learners read a business letter which presents reasons why a new method of production should be designed.

    C   Learners read a business article which recounts the progress of funding a new production method.

6 The teacher wants to develop higher order thinking skills.

    A   The teacher hands out three time-lines so that learners can record the dates of different historical battles on them.

    B   The teacher hands out three tree diagrams for learners to complete with the names of different royal families.

    C   The teacher hands out three photographs and then learners write down how they know the photographs were taken during the last century.

Part 2 | Lesson delivery

Unit 11   Classroom language

LEARNING OUTCOMES

KNOWLEDGE: to know how to develop classroom language in CLIL contexts
SKILLS: to be able to identify the purpose of classroom language

■ How do teachers and learners use language in the CLIL classroom?

CLIL classrooms are places where learners can develop speaking and writing skills as well as become knowledgeable about subjects from the curriculum. The CLIL classroom should provide opportunities for interaction between teacher and learners as well as between learners and other learners. Learners therefore need to understand and to produce a wide range of language early in CLIL programmes. Teachers need to think about the language they use and think about how to help develop the spoken and written language of their learners.

■ Key concepts

Think of reasons for your use of the target language in the classroom. How do you present subject knowledge? How do you encourage thinking and learning? How do you manage the classroom?

We can help learners if we are aware of the purpose of our classroom language and if we repeat the language during lessons. Learners then become familiar with the functional language so it is easier for them to focus on subject content and tasks. Consider the language you use when you:

- activate prior knowledge
- present new ideas
- encourage learners to collaborate
- develop learners' understanding
- try to find out if there are any difficulties with subject content
- help learners develop thinking skills and make links
- encourage creative talk
- *monitor* learning (observe and listen to learners as they work in the classroom)
- respond to learning needs.

To find out more about grading and sequencing questions and instructions, see Unit 26 of *The TKT Course.*

■ Key concepts and the CLIL classroom

How can we develop our classroom language?

Most teachers recognise that questioning is an important part of a learning classroom. 'Questioning is at the heart of learning and teaching' (Fisher, 2005). We therefore need to develop our questioning skills to encourage dialogue with our learners. We also need to develop the skill of choosing the right question for the right task, as this is central to the development of classroom language.

When asking or writing closed questions (those with only one correct answer), the focus is often on remembering or revisiting key content vocabulary, so learners use mostly lower order thinking skills for responding.

Examples
- What is a food chain?
- What is an example of a 2D shape?
- What was the score at the end of the match?
- Are all the buildings the same?

When asking or writing open questions in order to develop problem solving and higher order thinking skills, learners respond more thoughtfully.

Examples
- What would happen to a food chain if plants died?
- What do a rhombus and square have in common?
- How could the result of the match have been different?
- What differences would there be if the buildings were made of other materials?

We can also help learners to think about the answers they give.

Examples
- What do you think of that answer?
- What can you add to the answer?
- How do you know that's the answer?
- Is there another way we could answer this?

By giving learners time to comment on answers, we give them a chance to lengthen the discussion. By increasing wait time, they can improve the quality of their answers as well. We can slowly change the classroom culture to give CLIL learners more confidence to answer subject questions in a non-native language.

How can learners take part in meaningful classroom talk?

We should encourage learners to ask questions during whole class, group or pair work. Learners need time to think of their questions and to consider what the answers could be before they ask each other.

- Learners can be response partners who give feedback about a peer's work. This can be done orally or in writing. Here are two examples of forms that response partners filled in after looking at a peer's work.

Primary CLIL: Art. Look at a friend's painting. Tell them what you can see and what you like.

Friend's name:
Colours I can see:
Shapes I can see:
I like the …   ☺

Secondary CLIL: Environmental studies. Read a friend's letter about their environmental campaign, then fill in the form.

Response partner's name:		
Type of text:		
Who is it for?		
What is its purpose?		
The letter has *(circle)*		
an address	Yes	No
a reason for writing	Yes	No
the name of the campaign	Yes	No
the aim of the campaign	Yes	No
examples of what you have done	Yes	No
a formal ending	Yes	No

● Learners can write down two or three questions they would like someone to ask them about a subject they are studying. Learners then exchange these questions with a partner so they are asked their own questions. This creates more meaningful dialogue as they want to answer the questions they wrote for themselves.
● Learners can write questions about what they want to find out about the subject before they study it and questions to review their learning after studying the subject.
● For homework or follow-up, learners can make a question game for other groups to play and answer the questions.
● Learners can prepare questions or a questionnaire before doing an Internet search. This will give them a focus for their reading.

See Unit 3 Communication skills across the curriculum.

FOLLOW-UP ACTIVITY *(See page 117 for answers)*

1 Look at the examples of the purpose of classroom language on page 64. Read the teacher's instructions below and then identify the purpose of the instructions. There is more than one possible answer for each question.

Teacher's instructions (to whole class)
a) Look at the graph. Which is the X axis? What do we call the other axis?
b) With a partner, write down ten words you know connected with climate.
c) Look at this rock. You can see different colours in it. What could have caused them?
d) Watch the video clip again and then decide in groups how you would plan a week's training programme in the holidays.

Teacher's instructions (to individual learners)
e) Work with a different group. Read the comprehension questions and then find three questions you can help the group to answer.
f) I think you need to do this again. This time try using a different scale for your map. Tell me what you'll use, then we can compare ideas.
g) Well done. This is a much better way to do a fair test. Show me which factor you changed.

2 Are these lower order or higher order questions, or management questions?
a) What is the circumference of this wheel?
b) Is there a rainforest in your country? Why or why not?
c) What could happen if there was no oxygen?
d) Why did you copy his answers?
e) How do we know which software to use?
f) The answer is 24, isn't it?

REFLECTION

Look at some teachers' comments about their use of questions. What advice would you give these teachers?
1 I sometimes use questions to fill time, and ask questions which don't need much thought from the learners.
2 I try to find time to have open-ended, challenging questions but my learners don't find it easy to give longer answers.
3 Increasing wait time after questions is difficult because I want to move on with the lesson if the learners don't answer.

DISCOVERY ACTIVITIES

1 Ask your learners to write down five questions which you ask them during one lesson. Ask for the examples they wrote down. Were they closed or open questions? What was their purpose? What surprised the learners? What surprised you?
2 Look at the example of a response partner form about an environmental campaign on page 66 and then design a response partner form you could use in one of your lessons.
3 For more examples of CLIL classroom language, look at appendices 1 and 2 in *Teaching Other Subjects Through English* by Sheelagh Deller and Christine Price, Oxford University Press 2007.

....

TKT: CLIL practice task *(See page 119 for answers)*

For questions **1–6**, look at the teachers' classroom language and the three possible purposes listed **A**, **B** and **C**.

Choose the purpose which matches the teachers' language.

---

1 Who can explain why it is useful to classify plants and animals?

    A   encouraging higher order thinking
    B   giving examples
    C   eliciting vocabulary

2 Look at these photographs of parts of this ancient civilisation and then write down some facts about what you can see.

    A   checking cultural awareness
    B   checking content knowledge
    C   checking cognitive skills

3 Look carefully, then tell me if the insides of these two museums are similar or not?

    A   comparing and contrasting
    B   giving opinions
    C   classifying objects

4 What do you want our community to look like in ten years' time?

    A   explaining others' ideas
    B   checking new concepts
    C   encouraging imagination

5 What do you think would happen if we changed the order of the mathematical sequence?

    A   developing reasoning skills
    B   encouraging lower order talk
    C   improving language accuracy

6 Look at your partner's drawing. Tell your partner two things you like about it and one thing that could be improved.

    A   agreeing and disagreeing
    B   giving feedback
    C   guiding use of visual organisers

....

Unit 12 Scaffolding content and language learning

LEARNING OUTCOMES

KNOWLEDGE: to know how to explain the concept of scaffolding
SKILLS: to be able to identify ways of scaffolding content and language

■ What is scaffolding?

Scaffolding is the steps teachers take to support learners so that they can understand new content and develop new skills. Later, learners can use the new learning in different contexts without the support of scaffolding. Scaffolding is temporary support to help learners do things now as well as in the future. Vygotsky wrote that what learners can do today with support, they can do alone tomorrow (quoted in Gibbons, 2008). Scaffolding can be provided for listening, speaking, reading and writing tasks in all curricular subjects and it can be used to help learners form ideas and learn language. Some learners need more support than others and some need to be supported for longer than others. Often learners find they need support in one or two curricular subjects but not in others. For example, some learners may need many forms of scaffolding for history and geography lessons but fewer for maths and science. Others may need more support in science subjects and less in IT.

■ Key concepts

How can we scaffold learning?

There are many different ways teachers can scaffold learning so that learners feel successful when doing tasks. The kind of support we provide is very important for the outcome of the tasks. One way to scaffold learning is to carefully consider the language we use. Other examples of scaffolding are:

- creating interest
- breaking down tasks into small steps
- providing before, during and after task support
- using visuals and realia
- demonstrating tasks
- using word banks, glossaries, sentence substitution tables, writing frames
- using model texts for production of language
- providing constructive feedback.

We need to build on what learners already know about the subject and build on what language they already know. Then we need to support learners to achieve the next step in understanding subject content before they can work on their own. More scaffolding is needed when learners have to understand subjects which are new and unfamiliar. Scaffolding is also needed to create classrooms where there is interaction and collaboration. For example, we can use visual organisers as speaking frames so that learners can work together to prepare explanations, comparisons or descriptions before presenting their ideas to the class.

■ Key concepts and the CLIL classroom

We can choose effective scaffolding by identifying what kind of task the learners need to do and what skills the task is developing. Do the tasks demand lower order thinking skills or higher order thinking skills? *(See Unit 4.)*

Look at the table of examples of how we can scaffold tasks. It shows scaffolding for *receptive skills* (listening and reading) and *productive skills* (speaking and writing).

Scaffolding listening and reading	Examples from the curriculum (Reading)
	(Learners are working with *Cambridge English for Engineering* by M. Ibbotson, Cambridge University Press 2008.)
• Prepare the context of the texts and the factual knowledge of the topic. • Encourage learners to predict what they might hear or read.	• In pairs, learners discuss problems designers have when different design drawings are not coordinated. • Write the heading 'Resolving Design Problems' on the board and ask learners to predict what the text could be about.
• Pre-teach or elicit new content vocabulary. • Ask learners to underline key language at word and sentence levels. • Discuss with learners the reasons why certain language is used.	• Select 8–10 key content words to pre-teach or elicit from the complaints made by customers. • Word level: specialist academic vocabulary Sentence level: matching definitions to vocabulary • Focus on contrasting the formal language used in the contractors' questions with the short commands in the engineers' instructions to his team.
• Use visual organisers so learners can make notes as they listen or read.	• Draw three different visual organisers on the board and ask learners to choose the most appropriate to show the problems and solutions.
• Provide a wide range of listening and reading texts.	• Let learners hear or see further examples of different complaints and instructions about design problems.
Scaffolding speaking and writing	Examples from the curriculum (Writing)
	(Learners are working with *Professional English in Use ICT* by S. Remacha Esteras and E. Marco Fabré, Cambridge University Press 2007.)

• Talk about what is going to be said or written.
• Provide listening or reading models before speaking and writing.
• Help learners notice the language they need to use at word and sentence levels.
	• Tell learners about how we can define and classify parts of a machine.
	• Show learners a text about computer organisation.
	
	• Ask learners to underline phrases for describing functions.
	  Word level: relative pronouns
	  Sentence level: describing purpose (*A* ___ *is/are used to* ___ .)

• Use visual organisers to brainstorm ideas learners might use. • Encourage collaborative work so learners can provide scaffolding for each other. • Help learners think about who they are speaking or writing to, and why they are speaking or writing.	• Use a tree diagram for learners to agree on how to organise the different parts of a computer. • Put learners in small groups to compare and contrast the organisation of their tree diagrams. • Learners decide who needs the information they have put in the organiser and what its purpose is. They then draw a diagram classifying the hardware and software used in their own computers.

This table shows examples of scaffolding which can be used for all four skills.

Scaffolding for all four skills: listening, speaking, reading and writing
• Activate prior knowledge of the subject. • Talk about what learners might hear, say, read or write. • Use visual organisers to brainstorm vocabulary that might be heard, spoken, read or written. • Question learners to avoid misunderstandings. • Allow time for learners to ask questions about the tasks. • Help learners make links with tasks they have done before. • Encourage interactive listening and speaking; reading and writing. • Give ongoing oral feedback on how well learners are progressing. • Give oral or written feedback on how well learners have done their work. • Allow the use of L1 for particular purposes such as activating prior knowledge of subject content. • Encourage peer and self-reflection on what learners have done.

In all scaffolding, it is important we help learners to think like experts in the different curriculum subject areas, i.e. to think like artists, economists, designers, geographers, historians, mathematicians, musicians, scientists and sports professionals.

FOLLOW-UP ACTIVITY *(See pages 117–118 for answers)*

Look at the learners' comments on tasks and match them to the three possible ways of scaffolding learning, A–C. Which type of scaffolding is most appropriate for the task? Write the number in the correct column.

A *using model texts for the production of content knowledge*	B *breaking a task down into small steps*	C *giving constructive feedback*
	1	

Learners' comments

1 I don't remember all the things we have to do when we transfer the data into a spreadsheet, then make calculations.
2 It's good to have a response partner. It gives me a second opinion about my science results before I hand them in to the teacher.
3 We watched a video on YouTube. Our teacher paused it quite a lot so we could explain to each other what was happening to the animals' habitats. This really helped us understand it.
4 We read our notes about different political systems, added them to a visual organiser with some information we found on the Internet, and then we used the organiser to help us write a paragraph in our own words.
5 Before we wrote a description of the artist's work, we read two or three short descriptions about other artists' work to help us with ideas.
6 The teacher told us we had found many useful websites for the project and then she gave us her reasons why she thought some of them were useful.

REFLECTION

Read these comments from teachers. Which do you agree with?

1 Most of my learners don't need scaffolding. It's only the less able learners who need me to scaffold content and language.
2 Scaffolding takes a long time to plan for each lesson but when I do use techniques to support learners, they achieve more.
3 Sometimes there is no time to stop and encourage learners to use the language support I provide. The most important thing is that they do the tasks, even if their language is inaccurate.

DISCOVERY ACTIVITIES

1 You can read more about scaffolding in CLIL contexts in *Scaffolding Language Scaffolding Learning* by Pauline Gibbons, Heinemann 2002.
2 Record when you use scaffolding techniques and note which ones were effective for supporting learners as they completed tasks. Were they effective for all learners?
3 Observe your learners as they work in pairs or groups. How do they scaffold each other? Are they aware of supporting one another or do they do it automatically?

TKT: CLIL practice task *(See page 119 for answers)*

For questions **1–6**, look at the incomplete statements about reasons for supporting learners and the three options for completing them listed **A**, **B** and **C**.

Two of the options complete the statements correctly. One option does **NOT**. Which option does **NOT** complete the statement correctly?

1 Predicting which key content words will be used in a report on the latest scientific cell research before listening to it helps learners to

    A   be aware of the text organisation.
    B   activate their prior knowledge of the subject.
    C   reflect on language in context.

2 Making links between two historical sources helps learners to develop

    A   thinking skills.
    B   language skills.
    C   practical skills.

3 Demonstrating how to measure angles accurately helps learners

    A   visualise what they have to do.
    B   focus on the classroom language.
    C   develop evaluating skills.

4 Using a visual organiser to record the causes and effects of coastal erosion helps learners to

- **A**   connect facts about erosion.
- **B**   compare and contrast different types of erosion.
- **C**   focus on key content vocabulary related to erosion.

5 Breaking down a long reading task about technical instruments into small steps helps most learners to

- **A**   summarise the content of the text.
- **B**   think more carefully about the text.
- **C**   understand the content of the text.

6 Encouraging collaboration while working out how to present their dance movements gives learners a reason for

- **A**   listening to others' ideas.
- **B**   interacting in an authentic context.
- **C**   focusing on the accuracy of their presentation.

●●..

Unit 13 Methods to help learners develop learning strategies

LEARNING OUTCOMES

KNOWLEDGE: to know how to describe learning strategies used in CLIL
SKILLS: to be able to identify learning strategies which are effective in different contexts

■ What are learning strategies?

Learning strategies are the ways learners choose to learn new subject content; for example, memorising or drawing images are common vocabulary learning strategies. Sometimes we can see learners using strategies as they work, e.g. underlining key content vocabulary, but sometimes strategies can't be seen, e.g. making associations between L1 and the target language.

It is known that effective learners are aware of how they learn and think about which learning strategies they use for different tasks. More able learners use a wide range of learning strategies. We need to encourage all learners to use strategies they know in order to improve their learning. We should also help them to try out other strategies so that they have a wider choice and can choose the best strategies to suit them and their learning situation.

■ Key concepts

Which learning strategies do you use to learn a new subject?

Learning strategies
We can identify learning strategies that learners can use before, during and after doing tasks.

● Which strategies will be used before doing tasks?

Examples of strategies used **before** doing a task
Selecting and setting learning goals
Deciding on criteria to measure how well a task can be done
Analysing the task, its purpose and what has to be done
Working out timing of stages

● Which learning strategies can be used while doing the task?

*Examples of strategies used **during** tasks*
Identifying key content vocabulary
Predicting meanings of content vocabulary and predicting text content
Guessing meanings of new words
Asking for clarification
Paraphrasing
Drafting work
Risk taking and experimenting with new concepts and language
Using some L1 for a specific purpose, e.g. checking a concept, looking up a bilingual dictionary, checking meaning of vocabulary with a peer
Note taking
Organising work
Personalising learning

● Which strategies can be used to reflect on the task?

*Examples of strategies used **after** doing tasks*
Deciding how to remember new words and concepts
Making visual prompts to aid memory
Reviewing work alone or in small groups
Exchanging work with a partner and asking for feedback
Comparing work with previous work and deciding how it has improved
Editing work
Summarising work

■ Key concepts and the CLIL classroom

It is important learners know about many different strategies so they can choose what's best for them. First, we need to find out which learning strategies learners already use. We can then model new learning strategies by telling learners how we work out problems ourselves. Learners need opportunities in class to try out and talk about new strategies and then to think about how effective they were. In this process of choosing, using, reflecting, learners can continue to develop and build on their use of learning strategies for the future.

Another learning strategy is thinking about thinking, or **metacognition**. Thinking about learning can be divided into five parts:
- preparing and planning for learning
- selecting and using strategies
- monitoring learning
- integrating strategies
- evaluating learning.

(adapted from Anderson in Griffiths, 2008)

Look at examples of these five parts for developing skills in an art lesson about painting a still life.

Preparing and planning for learning (activating prior knowledge)	Before starting to paint a still life, use a visual journal to record everyday objects around you. Write the date when you drew or painted the object and the place where you saw it, and make a few notes about it. Research secondary sources: use books and the Internet to find examples of still life work done by other artists or visit a gallery. Look at paintings by other artists and decide which ones will help you in your own work.
Selecting and using strategies	Decide what to put in and what to leave out of your still life painting. Do some rough drawings from observations of real still life objects, examine them and decide which one is most effective. Do some more drawings and experiment with different media. Decide how you are going to paint the setting of the still life.
Monitoring learning	As you work on your drawings, stop and think if you should ask your teacher how to improve your work. Ask other learners what they like about your work and what they would change before you complete your work.
Integrating strategies (content and language)	Look at your work and think how you would describe it and the materials you've used. Are there words you don't know? Make a list of words or phrases you need to describe your work. Use L1 if you don't know a word, then look it up in a bilingual dictionary or ask a peer or the teacher. Keep a word list of adjectives and nouns you might need in the future.
Evaluating learning (content and language)	Make a note of what you like about your finished work and what you want to improve. Have you used new ideas? Look back on previous notes and compare them with what you have written about your latest work. Ask another learner for their opinions about your work. How has it improved? What can be done to improve it? How well can you use the language of art? Can you speak about your work and write about it? Can you describe, explain, compare, discuss and judge your art? If not, what vocabulary and structures could help you?

We need to help all learners to study subjects effectively and to encourage them to become independent learners. In CLIL programmes, it is a double challenge: we need to be aware of learning strategies for learning about subject knowledge and we also need to be aware of those appropriate for learning about the language of the curricular subject.

See also Unit 5 Learning skills across the curriculum, and Module 1 in The TKT Course *for more examples of language learning strategies.*

FOLLOW-UP ACTIVITY *(See page 118 for answers)*

Look at the learning strategies in the box on the next page and then look at what the learners are thinking. Match the learning strategy (1–6) which could help the learners with their problems (A–F).

1   Set goals
2   Summarise paragraphs, add headings and compare ideas with a peer
3   Categorise words into groups and add a glossary
4   Exchange work with a response partner
5   Draw a visual organisers to connect stage
6   Ask for clarification

A
Sometimes I don't understand what the instructions in my maths book mean.

B
I understand how forces work but all the new words to describe them are impossible to learn.

C
Our group can never agree about how to set up experiments and so we never finish our work.

D
We keep reading more and more business reports but we don't know if we're getting any better at understanding them.

E
I've worked hard to draw accurate diagrams but how will I know if they are OK before I hand them in?

F
The task was difficult as we had problems understanding the complicated legal processes in different countries.

REFLECTION

Which of the following do your learners need most practice in? Why?
1 planning for learning
2 evaluating their work
3 improving group work skills

DISCOVERY ACTIVITIES

1   Look at the art example in the table on page 76. Which learning strategies would you put in the right-hand column for your subject? Think about the five different parts.
2   Write a questionnaire for your learners to find out which learning strategies they use or ask your learners what they were thinking or doing while they completed a task. For an example of one used in English, look at http://ell.phil.tu-chemnitz.de/cing/frontend/questionnaires/oxford_quest.php
3   Encourage learners to think about their learning by asking them to tell each other, or write down, how they planned, carried out and reflected on a task done during your lesson.
4   Are there differences between the learning strategies used by your more able learners and your less able learners? What are the differences?
5   Read more about learning strategies in *Lessons from Good Language Learners* by Carol Griffiths, Cambridge University Press 2008.

••

TKT: CLIL practice task *(See page 119 for answers)*

For questions **1–6**, match the learners' comments with the examples of learning strategies they aim to develop, listed **A–G**.

There is one extra option which you do not need to use.

Examples of learning strategies

> **A** planning stages in a task
> **B** asking for feedback
> **C** identifying key content vocabulary
> **D** risk taking
> **E** use of L1
> **F** monitoring comprehension
> **G** checking on progress

Learners' comments

1 Our group just couldn't remember the name of the process when plants use energy from light to produce their food, so we had to look it up in a bilingual dictionary.

2 There was so much to read about the buildings in Ancient Greece that I decided to miss out one part of the text and just skim read other parts. I'm sure I will have all the information I need.

3 Before handing in all our maths diagrams and calculations to be marked, we decided to swap them with other groups so we could give each other a few comments first.

4 I used a checklist of dos and don'ts to compare my word processing skills now with those on the documents I'd made last term.

5 We realised we should have looked through our geography notes and circled all the phrases we needed to write about alternative energy resources.

6 I started to write about Chinese musical instruments but then stopped. I thought it was better to note down some key words and some topic sentences first. I also made sure I had time to check my work before handing it in.

••

Unit 14 Consolidating learning and differentiation

LEARNING OUTCOMES

KNOWLEDGE: to know how to consolidate CLIL and how to differentiate learning
SKILLS: to be able to identify ways to differentiate learning for more able and less able learners

■ Why are consolidating and differentiating learning important in CLIL?

In all learning, we need to give learners time to consolidate or strengthen what they have already learned. In CLIL contexts this is particularly important as learners are processing new content knowledge in a non-native language. Consolidating learning is not simply revisiting content and language the next day or the next week. It means learners should activate what they have learned previously so they can improve their skills. To consolidate and improve their skills, many learners need to revisit learning again and again by doing a variety of different tasks.

When we have learners who are more able or less able than others in the class, we need to **differentiate** teaching and learning as these learners have different needs. We need to address these learners' needs and strengths by giving strategies for learning, and sometimes strategies to help them socially as well. Differentiation is particularly important in CLIL because learners' language skills may be at a different stage of development from their subject skills. Some learners may be excellent mathematicians but find reading maths problems hard. Other learners may have high language levels but find understanding scientific concepts in a non-native language very challenging.

■ Key concepts

How can we consolidate learning?

- *Monitoring*
  We need to observe learners to see when they have difficulties with new learning. The difficulty of a task could be because learners have a lack of subject knowledge, a lack of language knowledge or they don't understand the concepts. It could also be because they don't have enough support to complete the task. When we see a group of learners who don't understand, we may need to remind learners of key content knowledge, use examples of learners' work to show effective models or take time to explain to learners why answers are not correct. We may also need to demonstrate parts of a lesson again.

- *Reviewing*
  Learners need to review their work so they can consolidate and deepen their understanding of content knowledge. They need help to review new subject-specific content, so we need to revisit work before they are ready to move on to the next

stage. At the start of each lesson, it is a good idea to refer to work done in previous lessons, and at the end of a lesson, it is a good idea to summarise what we have taught. Learners also need to review vocabulary and concepts presented in class. Many learners understand the importance of revising work but they often don't take time to do it.

We should try to give some class time for consolidating new knowledge as well as following up subject-specific language development. Learners who need additional support may be able to do this in small groups through speaking or writing activities. We can also help these learners to link words and concepts they know to new words and concepts. We need to reassure learners of their progress in learning content and language.

- *Homework*
  Learners can use homework to practise, review and apply what they learned in the classroom. Most learners can be given longer-term projects to work on so they can develop their ideas on their own or collaboratively. Less able learners can be given support with homework, adapted worksheets and fewer tasks.

How can we differentiate learning?

We need to support more able and less able learners by differentiating:

- *input*
  We can adapt the curriculum content, our language for presenting subject knowledge, our methodology, our tasks. We can provide different resources and different support. For example, less able learners can be given **dual language texts** or labels which have words written in both the native language and the CLIL language. It is recognised that providing differentiated support is one of the most necessary and effective strategies in the CLIL classroom.

- *output*
  We can increase or reduce the amount of work learners produce and vary the cognitive demands of the tasks.

- *the expected outcomes*
  We can set achievable short-term goals and evaluate the effectiveness of the support we provide.

- *learner autonomy*
  More able learners can be given autonomy, or independence, to monitor their own learning of vocabulary and extend it through additional reading around the subject inside or outside class. They can access online materials from websites we provide. However, all learners can use multi-media to develop autonomy and IT skills at different stages of the learning process.

■ Key concepts and the CLIL classroom

Learners need many opportunities to consolidate learning. We can provide opportunities for all our learners by personalising content. Some learners need additional differentiated learning too. We need to try to plan and teach for including all learners in CLIL programmes.

Look at examples of how to personalise subject content and how to differentiate learning in the table below.

Subject	Example	Personalising learning	Differentiating learning
Art	looking at how animals have been painted by different artists at different times	Find out about the work of a local artist who has painted animals.	Provide examples of art with simplified texts beside them.
Economics	looking at factors which affect where businesses are located	Carry out a survey to find out where most businesses are in your town or city.	Focus learners on one area of the town or city.
Geography	looking at maps to study land use	In pairs, use Google Earth to find local maps and apply skills.	Limit number of maps and provide vocabulary cards with different uses of land.
History	studying the causes and effects of the Black Death	Find out if your local area was affected by the Black Death. If not, why not?	Provide learners with a list of causes and effects as a matching task.
ICT	studying different digital audio players	Look at a website to find out how to create your own podcast.	Pair learners with a more able partner.
Maths	collecting and showing data in pie charts	Find out how your class used their time for study skills last week and then draw a pie chart to show the data you collected.	Talk through the steps of how to calculate the fractions and how to draw the pie chart.
Music	listening to three orchestral pieces of music and then finding similarities and differences	Select one piece of music from orchestral work composed or recorded in your country.	Limit the task to two similarities and differences. Provide a visual organiser to record similarities and differences.
PE	analysing different types of sports injuries and categorising their signs and symptoms	Write a questionnaire to find out the number and types of sports injuries suffered by learners in your school.	Provide question starters for learners to complete. Grade them from lower to higher order questions.
Science	looking at different forms of alternative energy and answering questions on advantages and disadvantages	Find examples of different alternative energy in the local area. How can these be increased?	Provide visuals of the energy forms with dual language explanations. Adapt the cognitive demands of questions.

For all learners, we need to analyse their needs and analyse the demands of the learning task. It is also important to keep careful records of their progress and attitudes towards learning.

FOLLOW-UP ACTIVITY *(See page 118 for answers)*

Here are some ways to consolidate learning. Match the ways of consolidating learning (1–5) with the teachers' instructions (A–E).

Ways of consolidating learning	Teachers' instructions
1 Demonstrating a task again	A Look at the way these students have completed this mind map. Can their ideas help you when you are revising the science topic?
2 Revisiting work by using a different medium	B Make sure those of you who have finished take worksheet **a**, **b** or **c**, then complete the diagrams using the information about the different habitats we learned about in the lesson.
3 Using learners' work as a model	C Read through the pieces of work done by your group and then agree which two reports need more information about the local ecology.
4 Reviewing work through communicative activities	D Paula, can you please show the class what I did? Everyone, please concentrate so you'll remember how to transfer the information into the PowerPoint slides.
5 Providing extension materials	E The next step is to make an audio recording of the work you wrote last week, then decide how you will use it for your presentation.

REFLECTION

Look at the following statements made by learners. Do you think any of your learners ever feel like this?

1 Please use the diagrams again so that I can understand the scientific processes.
2 I'd like the subject vocabulary repeated more often in class.
3 Let me get used to some English before you expect me to explain my answers.
4 Give me some more time to work out what we have to do.
5 I have a lot of knowledge about the curriculum in my own language but I can't tell you about it in English.

DISCOVERY ACTIVITIES

1 Think about how you consolidate learning in your subject. Do you allow time for learners to review what they have learned? Do you plan homework in order to consolidate learning done in the classroom?
2 Describe a learner in your class who is either less able or more able than the others. What are the specific learning needs? How are they met? What additional challenges are there for this learner in a CLIL programme?

3 For ideas on how to differentiate subject materials, look at one of the videos at www.teachers.tv/video/2748 or read *Every Child Matters* by Rita Cheminais, David Fulton Publishers 2006.

TKT: CLIL practice task *(See page 119 for answers)*

For questions **1–7**, match the teachers' language with the types of differentiation listed **A–D**.

You will need to use some of the options more than once.

Types of differentiation

> **A** Differentiated input for less able learners
>
> **B** Differentiated output for less able learners
>
> **C** Differentiated input for more able learners
>
> **D** Differentiated output for more able learners

Teachers' language

1 Could this group please write individual reports on the information you found during your investigation on rainfall patterns?

2 I'd like this group to look at the printout of the three line graphs. Then use these fact cards which I've made to help you understand the different information on the graphs.

3 On the next page are ten subtraction sums. Could this group do the first five only and then check your answers with me?

4 I have deleted the glossary because I'd like you to predict the meaning of the words about manufacturing from the text.

5 This group please answer the music questions in your book but when you are asked to give a reason for your answer, don't write anything this time.

6 As you've finished, can you look at the PowerPoint presentation again and decide which criteria you could use to evaluate the information in it?

7 Here is a larger map for this group. Look at it and think about the explorers' routes I've drawn for you. Then read the sentences about the route the Chinese explorer took.

Part 2 | Assessment

Unit 15 Focus of assessment

LEARNING OUTCOMES

KNOWLEDGE: to know about the focus of CLIL assessment and the criteria used to assess learners
SKILLS: to be able to identify the focus of CLIL assessment

■ What is the focus of assessment in CLIL?

All teachers are aware of the challenges in carrying out assessment of learners' progress, but CLIL has its own challenges because it aims to teach both content and language. In many countries, CLIL approaches are quite new and some teachers are unsure of what, how and when to assess. Should it be content, language, or both?

CLIL assessment can focus on areas of subject content, such as answers to maths questions; on areas of language, such as use of conditional forms in hypotheses; or on areas of content and language, such as those used in the description of a process (technical vocabulary, sequencing, present tense verbs). A focus on language is more common in soft CLIL programmes, which are often part of language courses, while hard CLIL programmes focus on content and language or sometimes just content.

CLIL assessment can also focus on communication skills, cognitive skills (learners think about what they learned and also how and why they learnt it), practical skills (e.g. carrying out investigations, doing experiments, measuring, drawing) and learning to learn. To be able to assess CLIL effectively, we need to put learners at the centre of the process and to find out what standards are achievable when they study subject content in a non-native language. We need to be aware of the language levels and the learning needs of our learners in different curricular subjects. It is also important that the learners are aware of what the focus of assessment is.

■ Key concepts

Before assessing our learners, we need to be clear about why we assess them. Is it to:
- find out what learners know about our subject?
- find out strengths and areas for improvement in subject content and use of language in order to give learners feedback on these?
- find out what motivates our learners?
- monitor progress in thinking skills, practical skills and learning?
- identify support strategies needed?
- encourage learners about their progress in learning content and language?
- find out if our planning and teaching of subject content have been effective?
- inform colleagues, parents, authorities?
- give them a qualification at the end of a course?

Or is it a combination of the above? We need to consider this when we assess.

What is the focus of assessment in your CLIL context?

Look at the table of subjects and the focus of assessment. Think why the teacher may have decided to focus on content and language separately or on integrating content and language.

Subject	Possible focus of assessment	Example of assessment
Art	content	Look at the Visigoth jewellery and then design a similar piece.
Economics	language	What is the difference between how these two groups of verbs are used? plan, aim, decide consider, delay
Environment	content and language	Compare the impact on the environment of using non-renewable and renewable energy sources.
Geography	content	Identify the rivers, the mountain ranges and the forests on the map.
History	language	Look at the definition of 'politics' and then use the word in a sentence.
ICT	content and language	Complete the diagram by adding notes about the functions of the computer.
Maths	content and language	There are 20 counters in a box: 9 are yellow, 4 are black and 7 are green. What's the probability that a counter which is taken from the box without looking will be green?
Music	content	Listen to the music three times, then circle the notes which were played.
Science	content and language	Explain what happened to the two liquids when they were heated.

We need to decide on the **assessment criteria** we are going to use in order to do that assessment. Assessment criteria are the statements which help us judge how well a learner has achieved the learning outcomes. For example,
- the learning outcome: the learner is able to explain the stages of the water cycle
- the criteria for assessing the outcome: the number of stages of the water cycle which the learner explains correctly and the learner's ability to link the stages.

■ Key concepts and the CLIL classroom

In addition to assessing content and language, teachers can assess learners' communication skills, cognitive skills and attitudes towards learning. Here are some examples which show how we can assess different skills and attitudes in the classroom using a range of criteria. Learners' names are put at the top of the assessment sheet and during a course or school year, teachers write the date when they see evidence of the learner meeting each criteria. Different subject teachers can record the dates when they have evidence of the learning on the same sheet.

Communication skills

Name _____ Can …	Date	Date	Date
respond to questions about subject content – open – closed			
ask questions about subject content – closed – open			
introduce new ideas about the subject			
ask for clarification of subject content			
clarify own points			
express support for others' ideas			
build on other learners' ideas			
respond to peers by challenging ideas			
respond to peers by offering opposing ideas			
use evidence to support ideas			
identify points of similarity and difference			
report back main ideas of discussion			
personalise subject content using relevant information			
give an oral presentation			

Cognitive skills

Name _____ Can …	Date	Date	Date
match word labels to pictures/objects			
compare two objects, people, places, ideas			
compare three or more objects, people, places, ideas			
classify objects, people, places, etc.			
sequence actions chronologically			
make connections between objects, people, places, ideas			
make decisions			
give reasons			
think creatively in subject area			
make deductions			
predict conclusions			
define a problem			
evaluate work of a peer using given criteria			
evaluate own work using given criteria			

Attitudes to learning

Name _____ Can …	Not often	Sometimes	Often
concentrate			
work systematically			
ask for help when necessary			
cooperate with others			
work independently			

FOLLOW-UP ACTIVITY *(See page 118 for answers)*

1 How can we integrate assessment of subject content and language in the art, geography and music examples in the table on page 85?
2 Put the following examples from CLIL assessment into the correct column in the table according to which is the main focus of assessment. (Some may go into more than one column.)

Communicative skills	Cognitive skills	Practical skills
a		

a) Agree on three questions which you could ask about reducing our use of plastic.
b) Draw a diagram to show where the ocean plates and the continental plates lie.
c) Demonstrate three warm-up and three warm-down activities for a PE lesson.
d) Tick the reasons for the differences in living standards between those in developed and those in developing areas of the world.
e) Use one of the percussion instruments to play a mixture of three different rhythms: fast, slow and regular.
f) Find similar patterns and trends shown in the two line graphs.
g) Describe two different ways you could use features of desktop publishing to make this advertisement more effective.
h) Make three sketches of a plant at different times of day and using different kinds of paper.

REFLECTION

Do you agree with these statements? Why or why not?
1 There should be a wider assessment framework … which would allow the abilities that can be developed within a bilingual context (such as creativity, communicative competence and interpersonal skills) to be recognised more fully.
2 Testing and assessment procedures need to be introduced which allow learners to show the breadth of their knowledge and skills in relation to both content and language.
3 Formal recognition of learner achievement in certain types of CLIL should be made at national level.
4 I'm a maths teacher so I only assess content. If there are language problems, then it's up to the language teacher to correct them.

DISCOVERY ACTIVITIES

1 Look at the focus of assessment in your subject. What is the main focus? Is it on content, or content and language? Do your learners know the main focus of their assessment?
2 Look up page 19 of the *TKT Glossary* (www.cambridgeesol.org/assets/pdf/tkt_glossary.pdf) and read the definition of *assessment criteria*. What criteria can you use to assess your subject?

3 For learners older than 14, look up additional useful information about keeping a portfolio at www.bbc.co.uk/keyskills/extra/portfolio/portfolio_01.shtml.
4 In your TKT: CLIL portfolio, write three or four criteria you use to assess your learners at the end of a unit and at the end of a year's work.
5 Download the ICT assessment criteria for learners aged between 11 and 14 (in the UK these are learners in Key Stage 3) from http://nationalstrategies.standards.dcsf.gov.uk/node/157625. Could you adapt these for your CLIL context?

....

TKT: CLIL practice task *(See page 119 for answers)*

For questions **1–5**, look at the focus of assessment and the three possible examples of assessment listed **A**, **B** and **C**.

Choose the example which matches the focus of the assessment.

---

1 To assess learners' knowledge of subject content

    A   Write down which grammatical structures are used to predict what could happen after a river floods.

    B   Complete the sentences to explain how you planned to revise the topic of flooding.

    C   Look at the map and identify three places where the river could flood.

2 To assess learners' awareness of language structures

    A   Write down two things a business leader could say to a group of people who are unemployed.

    B   Circle the indirect speech used by a business leader in his interview.

    C   Give your own opinion of the business leader's ideas presented on YouTube.

3 To assess learners' knowledge of content and language

    A   In this description of a computer, underline all the vocabulary which is similar to that in your L1.

    B   Put the vocabulary into the boxes in the diagram to show how electronic equipment is classified.

    C   Draw a diagram of the inside of your computer.

4 To assess learners' communication skills

    A   Match the political vocabulary on the left with the definitions on the right.

    B   Explain what the government did to stop the demonstrations.

    C   Look at the pictorial evidence of the demonstration, then think how it could be used.

5 To assess learners' practical skills

    A   Measure the space you are going to use for the sculpture, then work out its height.

    B   Think of the materials you will need to make the sculpture and write them down.

    C   Decide how you are going to present your plans for the proposed sculpture.

....

Unit 16 Types of assessment

LEARNING OUTCOMES

KNOWLEDGE: to know there are different types of assessment used in CLIL
SKILLS: to be able to identify examples of assessment types

■ What different types of assessment are there in CLIL?

There are two main types of assessment. *Summative* assessment is assessment *of* learning. Its purpose is to review learning of subject content and to help us know what learners have achieved at a specific time. This is often at the end of a unit of work or at the end of a course. *Formative assessment* is assessment *for* learning. It is on-going, continuous assessment and helps us to understand how much and how well our learners are learning about subject content. It gives us information about our learners so we can give them useful feedback on their progress. Formative assessment also provides feedback which can lead us to change or adapt our future teaching, our materials and the tasks we create.

■ Key concepts

What different types of assessment do you use?

Assessment for learning in CLIL contexts can involve learners in many different types of assessment. The choice of assessment depends on the reason for testing our learners. We need to know what we are looking for when assessing and which standards we will use to evaluate and make decisions. In many CLIL contexts, teachers use a range of assessment types.

- *Summative*

Summative assessment is done when we want to find out what our learners already know about subject content and how well they can use the language of our subject. Summative assessment is often quite formal. **Standardised tests** are examples of summative assessment. They are written by external examiners and usually lead to a subject qualification. Another example of summative assessment is a *diagnostic test* which we can use to identify problems learners have with subject content.

- *Formative*

Formative assessment is usually done by the teacher in the classroom as part of the teaching and learning process. It is done to find evidence of learning and development in individual learners or among groups of learners. Formative assessment is often informal. We can do informal assessment daily by effective questioning of what has already been learned, by observing and recording learners during lessons and by collecting data such as samples of written or recorded work. Formative assessment can also be carried out during collaborative group work or oral presentations. This is sometimes called **performance assessment**. Criteria are used to check if learners

have achieved the purpose of the task. Other forms of formative assessment are ***peer assessment***, when learners assess each other and give feedback, and ***self-assessment***, when learners assess their own progress. In both these types of assessment, learners need to know the learning outcomes and the criteria used so they can make effective comments on what has been done. They assess and then reflect on their own standards or those of their peers. It is important that feedback focuses on the learning outcomes and not on comparisons with other learners.

Written comments about learners' work are an important part of formative assessment. These are comments on strengths and areas that have improved, as well as suggestions for future improvement. 'Clarifying the learning outcome … by giving them a list of *I/You can do* … statements for self-assessment and peer tutoring, so that they know where they are heading, is extremely important.' (Poisel, E.)

We can also give learners a **needs analysis**, which is a type of self-assessment done at the start of a course and relates to what they want to learn. This could be an interview or a questionnaire to find out about learners' needs and wants. Learners assess their knowledge and skills in a subject and say what they would like to learn or improve. The information from needs analyses can help us plan our courses. We can decide which content should be revisited and which content should be presented as new. We can then decide on the learning outcomes for our subjects and how we will assess them.

Many European CLIL programmes encourage teachers to carry out **portfolio assessment** so learners' performance can be evaluated. Portfolio assessment is a collection of work done over a year or a course which shows evidence of learners' subject knowledge, their skills and cognitive development. We need to give learners clear instructions about what they have to do for their portfolio work at the start of a new course. Samples of work could be drawings, diagrams, texts, recordings or work done in electronic form. Both teachers and learners can decide on the selection of work and discuss how the learning outcomes have been met. Portfolio assessment therefore provides reflection and feedback on learning.

'A combination of self-centred learning for portfolio work, accompanied by formative assessment by the teacher and peer tutoring has proved highly efficient in the CLIL classroom.' www.univie.ac.at/Anglistik/Views_0703.pdf

■ Key concepts and the CLIL classroom

'Can do' statements are often used to describe the assessment criteria for both summative and formative assessment.

Look at the examples of learning outcomes and assessment criteria using 'can do' statements.

Think about how the assessment criteria link to the learning outcomes.

Learning outcome	Subject	Assessment criteria
To understand the physical and human features of a mountain environment	Geography	• Can use various sources to gather information. • Can identify physical features. • Can identify human features. • Can organise information effectively.

To know how to record, observe and explain work	Art	• Can record work using various techniques: drawing, taking photographs. • Can observe things in nature. • Can explain what the drawing shows and make links to other work done.
To know that products have a limited life for the consumer and the producer	Economics	• Can describe a product life cycle. • Can give examples of products with different lifespans. • Can draw a diagram to represent a product cycle.

Types of answers in assessment

Learners should know the type of answer we expect them to give in assessments. Different assessment tasks have different levels of difficulty. Answers can be:

● open or closed
● short or extended
● individual responses or responses resulting from group work
● oral or written
● *objective* (such as giving facts about a famous person who lived 300 years ago) or *subjective* (such as giving opinions about how a person living 300 years ago might think about the future).

Grading and assessment

Assessment results can be in the form of marks, levels or grades. It is important to decide on the criteria for giving marks, levels or grades before they are assessed. Look at the three examples of grading and assessment of learners' work.

The geography assessment shows levels (1 = low / 3 = high) and the criteria needed to achieve those levels. Notice how the example answers for each level are increasingly detailed.

● *Geography assessment*

Level	Evaluation criteria	Example answer
1	gives a factual statement	Levels of nitrates are lower in the southern part, close to the river.
2	gives a simple explanation	Levels of nitrates are lower in the southern part as the river is flowing through an urban area rather than a rural area.
3	gives detailed explanations	Levels of nitrates are higher in the northern part because the river flows through a rural area where animals and chemicals pollute it.

(adapted from Sibley, 2003)

The table on the next page shows grades (F = low / A = high) from music assessment with evaluation criteria and teachers' explanations of the grades.

Notice how higher order thinking skills are required for the high grades.

● *Music assessment*

Grade	Evaluation criteria	Teachers' explanations of grades
F	description of music and opinion of it	Some of the main features of the music are described. The names of the instruments are not given nor the effects used (*glissando*, etc.). Reaction to the music is given but there are not many details of how the instruments are played.
C	description of musical effects with examples and links between actions and sounds	There is description of the effects used but they are not named. Actions are related to the musical sounds quite well. All the main instruments are identified.
A	detailed description of musical effects with many examples of technical vocabulary and effective links between actions and music	The instruments and special effects are all named properly. The dynamics are also described (ff = very loud). The alternating of the violins and basses is described in detail and all the actions are very well related to the music.

(adapted from www.bbc.co.uk/schools/gcsebitesize/music/musicalelements/
instrumentationrev3.shtml

This is an example of assessment criteria from a cross-curricular CLIL project. Look how the marks are spread across the different skill areas.

● *History, civics and art project*

Assessment criteria	Grade (total 100 points)
logical organisation	10
a rough copy of the task with suggestions for improvements from another learner	10
creativity	20
artwork and layout	20
depth of thinking	20
grammar and spelling (checked spelling, correct use of the simple past and the conditional)	10
varied vocabulary (use of synonyms)	10

(adapted from Mehisto, Frigols and Marsh, 2008)

FOLLOW-UP ACTIVITY *(See page 119 for answers)*

Look at the teachers' comments on CLIL assessment. Are they talking about summative or formative assessment?

1 My learners didn't get good results at the end of the first year of CLIL because they can't write much in English yet.
2 The final coursebook tests help my learners feel a sense of achievement.
3 I was monitoring the language used in today's group work and I was surprised how much scientific vocabulary the learners used correctly.

4 Each week I try to complete a checklist of how well the learners can interpret data presented in diagrams so I can tell them if they have considered everything.

5 Most of the groups didn't present their history projects very well, even though they had prepared the content carefully. I need to help them with presentation skills before they do the next task.

6 My class are going to do their final assessment on the computer as it really helps those who find writing in English hard.

REFLECTION

Look at these teachers' comments about the work done by learners in a geography class. Why are these examples of effective feedback?

1 It was a good idea to include a map but it would have been useful for you to fully label it to show the location of Taiwan.

2 You have identified the changes shown by the graph correctly. It would also help if you quoted figures to back up your statements.

3 Your explanation of why new industries grew up in Taiwan is excellent. The amount of detail will be very helpful in your revision.

(from Sibley, S. 2003)

DISCOVERY ACTIVITIES

1 Write down the kinds of formative assessment you use. When do you give your learners feedback on their progress and how much feedback do you give them? Make a note of different comments you make when you give learners feedback. Do the learners pay attention to them?

2 How do you encourage learners to assess their own work or the work of their peers? Keep a record of when you do this and make notes about how effective their feedback was.

3 Assessment needs to be carefully planned. Look at any assessment you have done during or at the end of a course. What is its purpose? Does it focus on accuracy of oral and written work or on practical skills? When learners write answers, do they have to be accurate with grammar and spelling? What criteria do you use? Use the table below to make notes.

Purpose of assessment	Knowledge and skills assessed	Formative or summative	Criteria for assessment	Continuous, regular or end of year?

4 Look at page 21 of the *TKT Glossary* and find three examples of assessment types for testing learners which are not included in this unit. Which of these do you use? www.cambridgeesol.org/assets/pdf/tkt_glossary.pdf

5 For further ideas on portfolio assessment and evaluating a portfolio, look at Chapter 4 of *Uncovering CLIL* by Peeter Mehisto, Maria Jesus Frigols and David Marsh, Macmillan 2008.

● ●●

TKT: CLIL practice task *(See page 119 for answers)*

For questions **1–5**, match the examples of assessment with the types of assessment they represent, listed **A–F**.

There is one extra option which you do not need to use.

> **Types of assessment**
> **A** self-assessment of subject content
> **B** peer assessment of content and language
> **C** summative assessment of subject content
> **D** formative assessment of content and language
> **E** formative assessment of language
> **F** portfolio assessment

Examples of assessment

1 A cyclist rides at a steady speed along a road. The diagram below shows a force acting on the cyclist. Draw an arrow to show the direction of the force.

2 After the investigation, complete this form:

	yes	quite well	no
I can do a fair test using different materials.			
I can draw a diagram of the experiment and label it.			
I can explain what I would change if I did the experiment again.			

3 Choose one of your sketches which shows good use of shading, write a sentence saying why the shading is effective and then put it in your folder of this term's work.

4 Make a mathematical shape from the materials on the table. Think how you can describe the shape to another learner in your group. Describe the shape, then find out from your group if the description was clear.

5 Read the instructions about making a website, then in your group agree on three reasons why the instructions were clear. Next, draw a visual organiser which shows the steps in the process of making a website. Show me the organiser before you create it on the computer.

● ●●

Unit 17 Support strategies for assessment

LEARNING OUTCOMES

KNOWLEDGE: to know which support strategies can be used in CLIL assessment
SKILLS: to be able to match appropriate strategies to different assessment contexts

■ Why do learners need support strategies in CLIL assessment?

Assessment of subject content in a non-native language is challenging for many learners. This is why learners need to be aware of what they are being assessed on and what the learning outcomes are. We need to consider how and when we can support learners during assessment and when it is appropriate to do so, especially if we are assessing them in the first stages of a CLIL programme.

■ Key concepts

How can we improve learners' achievement in CLIL assessment?

At the start of CLIL programmes, we can assess learners informally by observing and questioning. Later, in some CLIL contexts we can support learners before and during assessment so they can express what they know about subject content in a non-native language. Often they have knowledge of the subject in L1 but find it hard to produce this knowledge in another language. Additional support is important as learners need to become familiar with the content and the language of the assessment. We can help learners by modifying the assessment and giving them support strategies to produce answers either orally or in writing. This is called **accommodation**.

Individual learners have their own particular needs. We can use **task differentiation** to support learners appropriately. As learners progress, fewer support strategies will be needed for the majority. However, some learners may need support for longer.

■ Key concepts and the CLIL classroom

Here are examples of support strategies and why they are used. In formal, summative assessment, these strategies sometimes cannot be used.

Reason for difficulty	Before or during assessment	Support strategy
The language used in the instructions is too difficult.	before	• Paraphrase or simplify language. • Add a model example of what learners have to write or do.
	during	• Read instructions aloud twice. • Explain instructions more simply. • Explain instructions in L1.

The language used in texts or problems is too difficult.	before	• If possible, use synonyms. • Use simple rather than complex sentences. • Add visuals or diagrams. • Present information using **bullet points**.
	during	• Paraphrase orally. • Allow use of a **glossary** or bilingual dictionary.
The task demands a level of cognitive skills which is too high.	before	• Add visual organisers to support output.
	during	• Encourage learners to work in pairs.
Learners have a low level of written English.	before	• Provide visuals. • Reduce the amount of writing at word and sentence levels. • Design matching, labelling, numbering, circling and gap-fill tasks. • Design questions with **closed** responses.
	during	• Give encouragement. • Allow use of glossaries.
Learners are slow at writing.	before	• Limit the length of the written work. • Change some of the tasks to multiple choice, yes/no or closed responses.
	during	• Give extra time. • Give time targets.
Learners have a low level of spoken English.	before	• Pair learners so they can support each other. • Allow learners to practise using speech bubbles or outline script before they speak.
	during	• Allow learners to use **gestures**. • Allow learners to code switch sometimes. • Provide **prompts**.
The task is too long.	before	• Delete some questions. • Reduce the number of steps in the task.
	during	• Give learners a short break.
Learners have visual problems.	before	• Enlarge font size. • Select clear font style. • Use different colour of paper for reading and writing (e.g. cream/beige).
	during	• Give instructions orally. • Make sure learners sit in good light. • Allow extra time.

These support strategies do not mean that teachers do the work for the learners but that we should help the learners to do the work by themselves.

In formal, summative assessment, it is often not appropriate to use these strategies except in special circumstances. When any additional support is given during assessment, we should note the learner's name and what type of support was provided. Support strategies given in assessment are similar to scaffolding techniques.

Look at the following examples of assessment and the possible problems which learners may have in different curricular subjects.

Subject	Example of assessment	Problem
Design	Is the designer's work the same all over or does it have particular features that stand out and draw your attention to them and make you understand the purpose of the design?	The *rubric* is too long.
Economics	How <u>might</u> a company deal with clients in <u>remote</u> parts of the world and overcome any <u>potential</u> problems?	The language used in the instructions is difficult.
Geography	Water will eventually be drawn from the river to the north on the border of Namibia ... Describe the route of the river.	The explanation is long and has no map or diagram.
ICT	You have half an hour to design three databases with related files.	There is not enough time.
Music	Describe the eight key signatures.	The language needed for oral work is technical.
Science for 10-year-olds	Explain what happens when the wire in the circuit is shortened.	The language structure needed to write the answer is difficult.
History	Explain which factors were not the causes of the great depression in farming.	There is high cognitive demand of subject content and language.

FOLLOW-UP ACTIVITY   *(See page 119 for answers)*

Look at these examples of support strategies used in CLIL assessment from different subjects. The reasons are on the next page.

Subject	Support strategy	Reason for strategy
Economics	Add visuals and diagrams.	1
History	Provide a visual organiser to show the causes and effects of political change.	2
IT	Simplify and read instructions orally.	3
Maths	Allow extra time.	4
Art	Remind learners they can use a glossary.	5
Science	Design a range of different task types (e.g. multiple choice, ordering, matching, sentence completion).	6

What were the reasons for using the strategies? Choose from the list A–F on the next page. There may sometimes be two reasons.

A The vocabulary used to describe the processes was very technical.
B The language used in the rubric was complex.
C The language structures used in the text were complex.
D There were many complex problems to read and solve.
E High cognitive skills were needed to process both subject content and language.
F The practical work was clear but the questions required too much writing.

REFLECTION

Think about these comments. Which do you agree with and why?

1 The assessment of progress made by beginners in CLIL programmes should be limited to observations and dialogue.
2 It is appropriate to support learners by putting them in pairs to carry out assessment tasks.
3 Teachers need a flexible approach to CLIL assessment at all stages of the programme.

DISCOVERY ACTIVITIES

1 Which support strategies do you use when you assess your learners? Do you use them for the whole class, for small groups or for individuals? Do you use them at the start of your CLIL programme? Do you use them as learners progress in their knowledge and understanding of CLIL?
2 Use the *TKT: CLIL Glossary* to find the meanings of *bullet points, closed responses* and *glossary.*
3 For more information about evaluating performance, read Chapter 8 in *Assessing Young Language Learners* by Penny McKay, Cambridge University Press 2006.

TKT: CLIL practice task *(See page 119 for answers)*

For questions **1–5**, look at the situations and the three support strategies listed **A**, **B** and **C**.

Two of the support strategies are appropriate. One of the support strategies is **NOT**. Which support strategy is **NOT** appropriate?

1 Learners have to present their group's history project using PowerPoint. A few learners have a low level of speaking skills in English.

    A   Make sure these learners are working in mixed ability groups.
    B   Hand out dictionaries for these learners to use.
    C   Suggest these learners present their project using some code switching.

2 In a written economics assessment on different business models, some learners have very weak writing skills.

    A   give the learners a gap-fill text
    B   give the learners a writing frame to complete
    C   give the learners the instructions in L1

3 A new learner with little English and from a country whose L1 is not the same as the rest of the class is in a group doing a practical formative science assessment. She doesn't participate.

    A   ask the learner to draw what happened and provide word cards for labelling the drawing

    B   ask the learner to look at science books instead

    C   ask the learner to work with a partner who will explain what the group is doing

4 In an art assessment a few learners cannot understand the instructions.

    A   encourage learners to put up their hands and ask for some translation

    B   allow the learners to use word banks

    C   read the instructions aloud and paraphrase

5 You predict that some learners won't understand the language used to describe the maths problems.

    A   add a variety of different fonts

    B   add labelled diagrams and visuals

    C   add some of the key words in L1.

TKT: CLIL | Practice test

A sample answer sheet is on page 114.

Part 1   Aims of and rationale for CLIL

For questions **1–7**, match the activities with the CLIL aims listed **A–D**.

Mark the correct letter (**A–D**) on your answer sheet.

You will need to use some of the options more than once.

CLIL aims

A	reviewing content knowledge
B	practising communication skills
C	developing cognitive skills
D	increasing awareness of culture

Activities

1 Learners look at pictures of musical instruments and then group them according to how they think they might be played.

2 Learners read a text about plants and how different people use them. They underline the uses of plants which are similar to how plants are used in the area where they come from.

3 Learners use a search engine to look for information about electric cars. They read the text and find three facts they learned about in a previous lesson.

4 Without any sound, learners watch a DVD showing some ways to keep fit. Once they've watched it, they describe one way to keep fit to a partner.

5 Learners are given six shapes and asked to calculate their areas. They use the methods they've done in class to find the answers.

6 How green is your school? In groups, learners agree on what they could do to reduce the energy the school uses.

7 Learners find features in the architecture of five buildings which are also found in buildings in different parts of their country.

For questions **8–13**, match the teachers' comments with the language needed for the tasks listed **A–G**.

Mark the correct letter (**A–G**) on your mark sheet.

There is one extra option which you do not need to use.

Language needed for tasks

A	prepositions of place
B	passive forms
C	past tenses
D	reporting verbs
E	conditionals
F	adjectives
G	comparative forms

Teachers' comments

8 I'd like my learners to be more accurate when they are hypothesising before we do experiments with liquids and solids.

9 My learners need practice with impersonal language to describe a production line.

10 My learners know basic colours and shapes but they don't have enough vocabulary to describe the different paintings in detail.

11 My class has a wide range of subject vocabulary to be able to identify symbols on a map but they are not good at describing where to find the symbols.

12 It's important my learners can write about similarities and differences between environments around the world.

13 My learners are quite good at telling me what they're doing during match practice but after the match has finished, they're not very accurate about describing the moves they made.

For questions **14–19**, look at the learner's language and the three possible functions listed **A**, **B** and **C**.

Choose the function which matches the learner's language.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

---

14 What I mean is that the lyrics seem to match the music.

 A justifying a prediction
 B contrasting two ideas
 C clarifying a point

15 I'm sure we should add the numbers first and then divide them to find the average.

 A expressing a preference
 B expressing an opinion
 C expressing uncertainty

16 How about copying and pasting some images next to these bits of text to make the page layout look better?

 A agreeing with a partner
 B presenting a solution
 C describing a process

17 We think this historical source has been used really well as the group gave many examples of evidence from it.

 A explaining the purpose of a piece of work
 B suggesting how to improve a piece of work
 C evaluating a piece of work

18 If we used a Venn diagram, we could show the similarities between the two governments really clearly.

 A making a suggestion
 B hypothesising about the past
 C generalising

19 Using a time-line will help us remember how we did the yeast experiment because we'll see the order of how we did it really clearly.

 A expressing obligation
 B defining a problem
 C justifying an opinion

For questions **20–25**, match the teachers' questions with the cognitive skills they demand listed **A–C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Cognitive skills

A	lower-order thinking
B	higher-order thinking
C	lower-order and higher-order thinking

Teachers' questions

20 Which bar chart shows the data more clearly? When you've decided, tell your partner why.

21 Read the words about lines and patterns on the board. Which words do you know? How many are new?

22 On the screen you'll see four examples of musical scales. Click on those that are major keys. How do you know?

23 Think about the basketball match you played yesterday. What happened before the coach stopped the game? Why did he stop the game?

24 Look at these visual organisers. How do they help you take notes? How could you use them after reading your chapter about classical civilisations?

25 This page has some diagrams about farming. Which ones are bar charts and which ones are line graphs? Where else in your book can you find data presented like this?

Part 2 Lesson preparation

For questions **26–31**, match the examples from an IT lesson plan with the lesson plan headings listed **A–G**.

Mark the correct letter (**A–G**) on your answer sheet.

There is one extra option which you do not need to use.

Lesson plan headings

A	learning outcomes
B	evaluation
C	communication
D	activating prior knowledge
E	resources
F	content language
G	differentiation

Examples from an IT lesson plan

26 Key vocabulary: cell, column, cut, data, drag, formula, graph, label, paste

27 Learners work individually to brainstorm different ways of recording information.

28 Learners think about why their spreadsheet is useful and how they could improve the design next time.

29 Describing values in cells; predicting problems; suggesting how to use a spreadsheet in real life

30 Some learners sort the table, some set up two cells and include them in the formula.

31 To be able to format and label data correctly, to enter rules and formulae accurately

For questions **32–37**, match the teachers' comments with the visual organisers which would support the learners, listed **A–G**.

Mark the correct letter (**A–G**) on your answer sheet.

There is one extra option which you do not need to use.

| **Teachers' comments**	**Visual organisers**

32 Before they design a shoe, I'd like my learners to write down the names of types of shoes.

A

33 To help them learn some technical vocabulary, I want my learners to identify the leaves by answering some questions.

B

C

34 Learners need support to visualise all the different facts that might lead up to a world water shortage.

D

35 I'll ask my learners to categorise all the types of factories that started during the Industrial Revolution.
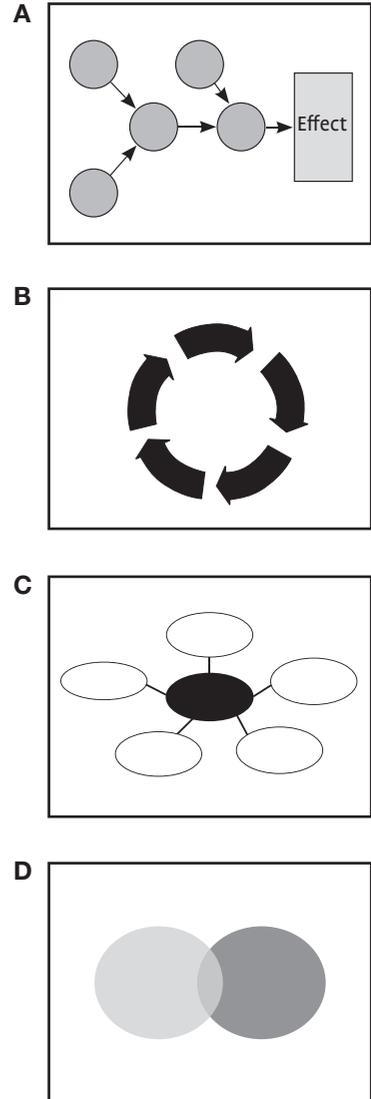
36 I'll ask my learners to show which numbers are square numbers under 100, which numbers under 100 can be divided by 5 and which numbers belong to both sets.

37 Some learners had difficulty understanding the text about the carbon cycle so I'll give them a diagram to show what happens.

E

F

G

Is it a _____?

Yes   No

Does it   Does it
have _____?   have _____?
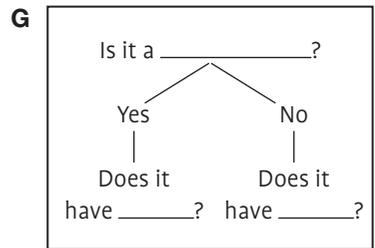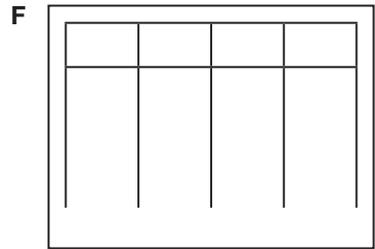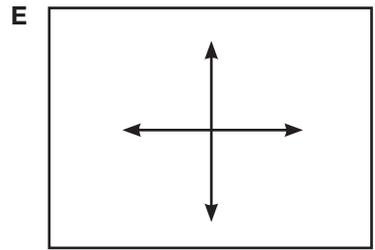
For questions **38–44**, match the parts of the web page with the reasons for selecting the page listed **A–D**.

Mark the correct letter (**A–D**) on your answer sheet.

You will need to use some of the options more than once.

Reasons for selecting a web page

A	to support understanding of new concepts
B	to personalise learning
C	to give word level support
D	to develop receptive skills

Parts of web page

Did you know?   🔊 Listen

38 Breakfast is your most important meal of the day.

39 **Breakfast**
Listen to an interview with a food expert.

40

41 **Examples of food with <u>carbohydrates</u>**
potatoes   rice   cereal
pasta   noodles

'How do carbohydrates help the body?'

42 Carbohydrates help the body by providing energy. When we do activities such as riding a bike, running or playing sport, the body uses up large amounts of energy. We have to make sure we balance the energy that goes out, with food and water that comes into the body. We can replace lost energy by eating foods rich in carbohydrates.

43 **You can increase your carbohydrates by:**
- always having a breakfast
- having thick sliced toast like wholegrain bread
- eating brown rice or pasta
- having boiled potatoes rather than chips, which are cooked in fats.

44 **FUEL BALANCE**

Fuel taken into the body as food and drink

Fuel used up by body functions, growth and physical activities

IN

OUT
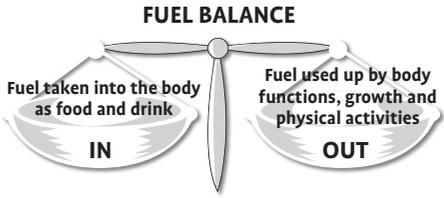
(adapted from www.bbc.co.uk/ northernireland/schools/4_11/uptoyou/ healthy/nutrientfacts1.shtml)

For questions **45–50**, look at the activity types and the three possible examples of activities listed **A**, **B** and **C**.

Choose the example which matches the activity type.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

---

45 Ranking

    A   Learners listen to music from different countries and then mark the countries on a map.

    B   Learners list different musical instruments and then write them in the order they hear them played.

    C   Learners listen to music used for different celebrations and then list the music according to how fast it was played.

46 Interpreting data

    A   Learners read about how to plan a design project and then work out how much time to spend at each stage of the project.

    B   Learners look at a range of products and then agree which product their group will design.

    C   Learners list all the materials and tools they might need to use while making their products.

47 Observing and recording

    A   Learners look at an interactive poster on recycling and then tell a partner why it is an effective poster.

    B   Learners explore the poster by clicking on the recycling images and then look back at the questions they wrote to check if their questions were answered.

    C   Learners click on a video clip, watch it and then write down three questions the environmentalist asked.

48 Developing communicative fluency

    A   Learners activate prior knowledge by writing five words they associate with Mexico.

    B   Learners look at the website 'from bean to drink' and then take turns to explain how chocolate became a drink.

    C   Learners use the Internet to find out the way the Aztecs used the land around them to support their diet.

49 Classifying

    A   Learners make a table and complete it with information about the locations, weather, population and economy of their country.

    B   Learners make a pie chart to show the percentage of people who work in the main industries in their country.

    C   Learners make a diagram to show the different jobs in their country and put them under three headings: manufacturing, agriculture and services.

50 Transferring data

A Learners study a map of the Mediterranean and then say if they agree with a statement about Hannibal's route.

B Learners look at a map showing Alexander's empire. They read a text and then add direction arrows to show which way he went.

C Learners look at a map of the Islamic Empire and then underline the dates the Arabs reached each area.

For questions **51–57**, match the examples of teacher talk with the purpose of the classroom language listed **A–D**.

Mark the correct letter (**A–D**) on your answer sheet.

You will need to use some of the options more than once.

Purpose of classroom language

A	to encourage further collaboration
B	to find out if learners are having difficulties
C	to develop thinking skills
D	to give positive feedback

Teacher talk

51 You read about the fire festivals and then worked very well together to answer the questions.

52 Why don't you find out who the competitors are, then decide who is going to search these websites for examples of their products?

53 Who found it hard to match the descriptions of the trees with their leaves?

54 How about choosing a different rhythm as a group and recording the music again?

55 Look at these political terms and tell me which ones you think are complicated.

56 On your own, I'd like you to compare the cave painting of the animal with the animals Picasso drew.

57 Try to make connections with how the river was used in the Middle Ages and how it is used today.

For questions **58–64**, match the learners' comments with the learning strategies listed **A–H**.

Mark the correct letter (**A–H**) on your answer sheet.

There is one extra option which you do not need to use.

Learning strategies

A	setting learning goals
B	analysing how to do the task
C	working out timing
D	identifying key content vocabulary
E	asking for clarification
F	personalising learning
G	using visual prompts
H	editing work

Learners' comments

58 I'm going to highlight one or two science words which look or sound similar to the words in my first language.

59 I'll use a diagram which could help me to organise my notes about the history text.

60 We're going to check our work together to see if we've made any mistakes with the stages of the design process before we hand them in to the teacher.

61 I think we could look at the purpose of the question, decide what information we need from the Internet and then agree who is going to search for the different parts.

62 Before I start my IT project on local communities, I'll think about which IT skills I will be able to improve by the end of the project that I can't do so well now.

63 We have several reports to read about fair trade. It's a good idea to read them again quickly and use a coloured pen to highlight the phrases we'll need for the debate.

64 When I don't understand a maths problem and I don't have my bilingual dictionary, I sometimes check what I have to do with a partner.

For questions **65–70**, look at the ways to differentiate learning and the three tasks listed **A**, **B** and **C**.

Two of the tasks are ways to differentiate learning. One task is **NOT**.

Mark the letter (**A**, **B** or **C**) which is **NOT** a way to differentiate learning on your answer sheet.

---

65 Differentiating input for less able learners while they read a text about economics

    A   Give them more examples of economic words they might need to use.

    B   Give out bilingual glossaries to help with the economic vocabulary in the text.

    C   Give them an oral summary of the text before they start reading.

66 Differentiating input for more able learners in a practical PE class

    A   Advise them to start exercising on the more challenging fitness machines.

    B   Ask them to tell you the names of the fitness machines.

    C   Put them in pairs to monitor their own fitness programmes.

67 Differentiating output for less able learners doing a writing task in history

    A   Draw a writing frame on the board for a group to use.

    B   Suggest they can use dictionaries to look up all the words they don't know.

    C   Tell them they can use their word banks and coursebook to help them.

68 Differentiating output for more able learners in geography

    A   Encourage them to link what they've learned about types of rocks to rocks found in their local environment.

    B   Tell them not to look at glossaries of rock vocabulary while they are writing, even though the rest of the class are using them.

    C   Work with a partner and tick all the words in the text which they already know about rocks.

69 Differentiating outcome for less able learners in maths

    A   Give them only one type of symmetry to investigate.

    B   Give them the definitions of the words about symmetry to learn.

    C   Give them practical examples using mirrors and tracing paper before they examine geometrical shapes.

70 Differentiating outcome for more able learners in science

    A   Ask them to copy the sentences about food chains from the board.

    B   Ask them to apply their knowledge of food chains and describe one in the sea.

    C   Ask them to design a food chain that could exist on another planet.

For questions **71–75**, match the examples of assessment with the main focus of the assessment listed **A–F**.

Mark the correct letter (**A–F**) on your answer sheet.

There is one extra option which you do not need to use.

Main focus of assessment

A	knowledge of subject content
B	awareness of language structures
C	written fluency
D	oral fluency
E	oral fluency and accuracy
F	practical skills

Examples of assessment

71 Imagine a piece of abstract art with the title 'Movement'. Tell us how it might look.

72 Using a pair of compasses and a ruler, draw three circles with different circumferences.

73 Using the vocabulary you have learned and your edited notes, you have three minutes to speak about how to reduce waste.

74 Look at the list of facts about electromagnetism and tick the three applications which are most useful for industry.

75 Read the text about the government's economic plans and underline those plans which were made in the past and then, in a different colour, underline those plans made for the future.

For questions **76–80**, look at the types of assessment and the three possible assessment tasks listed **A**, **B** and **C**.

Choose the assessment task which matches the type of assessment.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

---

76 summative assessment of subject content

   A   Learners do a speaking task about what they are investigating on the Internet.
   B   Learners do a test on the computer after an interactive revision unit.
   C   Learners write a summary of what they'd like to revise next.

77 formative assessment of subject content

   A   After the learners play some chords, the teacher asks them to explain what harmony is and then gives feedback on how they played them.
   B   After a unit of work, the teacher asks learners to circle chords which are from minor keys. The teacher then tells them the answers.
   C   At the end of term, the teacher asks a learner to play a series of chords from a piece of music they have studied.

78 peer assessment

   A   Learners read about the Indian economy. They make a table with five headings and exchange it with a partner, who comments on their choice of headings.
   B   Learners listen to a report on the Indian economy and then in pairs they write down ten words and phrases they heard which described the economy.
   C   Learners work with a partner. One has a gap-fill text about the Indian economy and the other has a list of economic words. They ask and answer questions to complete the text.

79 self-assessment of physical skills

   A   Learners agree about how the teacher can improve their athletics training.
   B   Learners tick a list of criteria to evaluate their progress in athletics training.
   C   Learners do a progress test about training programmes for athletics.

80 performance assessment

   A   Learners use a list to see how many different national meals they can identify.
   B   Learners use a set of 'can do' statements to find out what they know about meals from different countries.
   C   Learners use a set of criteria to check how well they cooked some meals from different countries.

SAMPLE

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature

Examination Title

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here

Centre No.

Candidate No.

Examination Details

.0.	.0.	.0.	.0.
.1.	.1.	.1.	.1.
.2.	.2.	.2.	.2.
.3.	.3.	.3.	.3.
.4.	.4.	.4.	.4.
.5.	.5.	.5.	.5.
.6.	.6.	.6.	.6.
.7.	.7.	.7.	.7.
.8.	.8.	.8.	.8.
.9.	.9.	.9.	.9.

Use a pencil.

Mark ONE letter for each question.

For example, if you think F is the right answer to the question, mark your answer sheet like this:

0   A B C D E F G H I

Rub out any answer you wish to change with an eraser.

1	A B C D E F G H I
2	A B C D E F G H I
3	A B C D E F G H I
4	A B C D E F G H I
5	A B C D E F G H I
6	A B C D E F G H I
7	A B C D E F G H I
8	A B C D E F G H I
9	A B C D E F G H I
10	A B C D E F G H I
11	A B C D E F G H I
12	A B C D E F G H I
13	A B C D E F G H I
14	A B C D E F G H I
15	A B C D E F G H I
16	A B C D E F G H I
17	A B C D E F G H I
18	A B C D E F G H I
19	A B C D E F G H I
20	A B C D E F G H I
21	A B C D E F G H I
22	A B C D E F G H I

23	A B C D E F G H I
24	A B C D E F G H I
25	A B C D E F G H I
26	A B C D E F G H I
27	A B C D E F G H I
28	A B C D E F G H I
29	A B C D E F G H I
30	A B C D E F G H I
31	A B C D E F G H I
32	A B C D E F G H I
33	A B C D E F G H I
34	A B C D E F G H I
35	A B C D E F G H I
36	A B C D E F G H I
37	A B C D E F G H I
38	A B C D E F G H I
39	A B C D E F G H I
40	A B C D E F G H I
41	A B C D E F G H I
42	A B C D E F G H I
43	A B C D E F G H I
44	A B C D E F G H I
45	A B C D E F G H I
46	A B C D E F G H I
47	A B C D E F G H I
48	A B C D E F G H I
49	A B C D E F G H I
50	A B C D E F G H I
51	A B C D E F G H I

52	A B C D E F G H I
53	A B C D E F G H I
54	A B C D E F G H I
55	A B C D E F G H I
56	A B C D E F G H I
57	A B C D E F G H I
58	A B C D E F G H I
59	A B C D E F G H I
60	A B C D E F G H I
61	A B C D E F G H I
62	A B C D E F G H I
63	A B C D E F G H I
64	A B C D E F G H I
65	A B C D E F G H I
66	A B C D E F G H I
67	A B C D E F G H I
68	A B C D E F G H I
69	A B C D E F G H I
70	A B C D E F G H I
71	A B C D E F G H I
72	A B C D E F G H I
73	A B C D E F G H I
74	A B C D E F G H I
75	A B C D E F G H I
76	A B C D E F G H I
77	A B C D E F G H I
78	A B C D E F G H I
79	A B C D E F G H I
80	A B C D E F G H I

TKT answer sheet

Exam tips for TKT: CLIL

- The TKT: CLIL test has one module which can be taken as an extension of TKT or on its own.
- The module has 80 questions.
- The task types used in TKT: CLIL are: matching, multiple choice, sequencing (i.e. putting things in the right order) and finding the odd one out.
- The module lasts 80 minutes.

Before the test

1 Know and understand the necessary TKT: CLIL terms and concepts as well as the ELT terms in TKT. Read the units in this book, do the Follow-up and Discovery activities and think about the points in the Reflection sections. You should then feel more confident about the test.

2 Look at the list of terms in this book and in the *TKT: CLIL Glossary*, which can be found at www.cambridgeesol.org/clil, and in the *TKT Glossary*, which can be found at www.cambridgeesol.org/tkt.

3 Make sure you understand them and think about the ideas behind the terms and what they mean for teaching and learning.

4 Do some TKT: CLIL practice tests to get used to the task types and the timing of the test.

During the test

1 Remember TKT: CLIL doesn't test your speaking, listening or writing skills. You just need to read and shade the letters (e.g. A, B, C) on your answer sheet. There is a sample answer sheet on page 114.

2 Quickly read through the test parts to get a general idea of the content.

3 Work through the test from question 1 to question 80. If you can't answer a question, put a mark beside it and return to it later.

4 Read the instructions and the questions carefully and make sure you understand what to do.

5 Be careful with 'odd-one-out' questions as you have to shade the answer (A, B or C) which is **NOT** correct. See page 111 for an example.

6 Be careful with tasks with extra options that you do not need to use. For example, matching tasks which have seven options but only six questions.

7 Some tasks will take longer than others but remember all the questions have one mark, so don't take too long working out one answer.

8 Try to leave five minutes at the end to check your answers. The invigilator will tell you when there are ten minutes left.

9 Remember to transfer your answers to the answer sheet accurately. Don't hurry this.

10 Relax!

Answer key for Follow-up activities

UNIT 1

1 Primary CLIL coursebook. The tasks help children learn about types of food and which foods are healthy (content). The tasks are classifying (= cognitive skill), and drawing a healthy sandwich (communication). The different sandwiches can focus on different types of 'healthy foods' (culture).

2 Primary ELT book. The first activity is simply identifying and numbering food. The second activity is spelling the names of the food.

3 Secondary CLIL geography book. It has a labelled diagram to inform learners about how wood is used (content), has a challenging task as learners need to decide how best to show the data (cognition) and a meaningful information transfer task which develops mathematical skills too (communication).

4 Secondary ELT coursebook. It has a text about industry and economy but the main focus is a language task to practise using passive forms.

UNIT 2

1 vocabulary (*all these strange words … I needed words*)

2 vocabulary *(lists)* and grammar *(how to make the sentences together)*

UNIT 3

1 The learner did not know the answer in the target language but understood the question in the target language. The teacher consolidated the learning by translating the vocabulary from L1 orally, adding a visual on the board and showing learners the written form of the word.

2 Here L1 was used to encourage learners to communicate. The learners understood the concept, then had the opportunity to use L1 to express it. In this class there was a variety of L1s, so the learners heard many words for the time concept presented. This strategy values the language of other ethnic groups.

3 To teach the learners the names of unfamiliar objects used in the science experiment, the teacher wrote them both in the L1 and in the target language.

UNIT 4

1 A Remembering (the names of fruits and vegetables) and identifying them in the picture

  B Comparing/contrasting, then identifying

  C Dividing/classifying

  D Predicting/reasoning

  E Creative thinking / synthesis

2 *Possible answers*

  Lower order questions

  What features of the landscape can you see?

  What kind of climate does this place have?

  Which sea is in the background?

  Higher order questions

  Why do you think there are so many tall buildings here?

  Is this like the place where you live? Why?

  If you were a town planner, what would you change and why?

3 A ordering, then identifying

  B reasoning from historical sources

  C hypothesising

UNIT 5

1 data handling / interpreting information / recording results / transforming information

2 locating information / guessing from context / interpreting information / scanning / using knowledge

3 solving problems / cooperating with others / interpreting information

4 editing / reviewing work / skimming / using knowledge

5 locating information / interpreting information / note taking / processing knowledge / using knowledge

6 interpreting information / organising information / processing knowledge / summarising

UNIT 6

1 E (materials needed during the lesson)

2 D (thinking skills)

3 A (to know…, to be able to…)

4 F ('can do' statement)

5 C (speaking in groups)

6 B (what the learners will do at a stage in the lesson)

UNIT 7

1 **instructions** in music (imperatives, sequencing connective)
2 **explanation** of what oil is (present tense, facts, impersonal)
3 **discussion** – argument for living in the countryside (arguments for, passive forms, impersonal)
4 **recount** of a science experiment (events in chronological order, past tenses, personal pronouns)
5 **persuasion** (personal pronouns: *you*, modals of advice: *should/must*
6 **proposal** that history department change the curriculum (formal style, impersonal)

UNIT 8

1 tree diagram
2 Venn diagram
3 time-line
4 cause–effect diagram
5 Carroll diagram
6 flow diagram
7 storyboard
8 mind map
9 T-chart
10 binary key

UNIT 9

1 Reduce the length of sentences: → Look carefully at the picture of a bowl painting. It shows some women doing daily activities. Describe what is happening.
2 Paraphrase: *stumbled on* → reached
3 Simplify: → Explain what 'democracy' means.
4 Reorder sentences: → Keep the ball in the air using a bat, then bounce the ball with the bat for as long as you can.
5 Reduce the length of the sentence: → Use the graph to work out the cost of the computer. Then work out *how long* the customer *needs* to pay for it.
6 Remove unnecessary details: → delete 'Overcrowding is a problem' because readers are aware that all these factors are problems.
7 Reduce the length of sentences: → All humans need water to survive. In modern, developed countries, clean water is easy to find, as we simply turn on the tap. In some countries, however, water is a luxury.

UNIT 10

1 pyramid discussion
2 a binary key
3 hot seat
4 loop or domino activity

UNIT 11

1 a) to activate prior knowledge / to try to find out if there are any difficulties with subject content
  b) to activate prior knowledge / to encourage learners to collaborate
  c) to develop learners' understanding / to help learners to develop thinking skills and make links
  d) to encourage learners to collaborate / to help learners to develop thinking skills and make links / to encourage creative talk
  e) to encourage learners to collaborate / to respond to learning needs
  f) to develop learners' understanding of subject content / to try to find out if there are any difficulties with subject content / to monitor learning / to respond to learning needs
  g) to develop learners' understanding / to help learners to develop thinking skills and make links

2 a) lower order
  b) lower then higher order
  c) higher order
  d) management question
  e) higher order
  f) lower order

UNIT 12

1 B It can help some learners if the teacher waits until they have done the first part of the task before explaining how to calculate using the cells in a spreadsheet.
2 C Response partners provide feedback to another in the class and are encouraged to be positive in their comments.
3 B Pausing a video clip to ensure all learners have understood what is happening breaks the listening text into more manageable chunks and can encourage oral interaction.

4 B This reading, note-taking and writing task has been broken down into three steps rather than two. Learners can use the notes in the organiser to help them write the text.

5 A The teacher has provided models for the learners to look at before they write their own descriptions.

6 C The feedback consists of praise for the websites found and then a suggestion to help focus the learners on a few websites rather than too many.

UNIT 13

1 C (Set goals) Teachers can help groups who are not good at collaborating to set learning goals so they can achieve one step of the task at a time.

2 D (Summarise paragraphs, add headings and compare ideas with a peer) Learners can be helped to monitor their own comprehension skills by encouraging them to summarise paragraphs either alone or with a partner. These can be checked using an answer sheet.

3 B (Categorise words into groups and add a glossary) With complex scientific vocabulary, many learners find it useful to draw and label diagrams or pictures so they can visualise the words beside an image of the word.

4 E (Exchange work with a response partner) If learners have completed a task, they can exchange work and give constructive feedback to each other or they can be given a set of criteria to compare with the work they've done.

5 F (Draw a visual organiser to connect stages) These learners need strategies to help them understand the content (the laws) and also the specialist legal language. Drawing a visual organiser might help them to understand the system of laws, and writing a glossary would help with the legal vocabulary.

6 A (Ask for clarification) Learners need confidence to take control of their learning and ask the teacher or a peer for clarification about what to do.

UNIT 14

1 D The learner is consolidating learning by demonstrating to the class how to use IT to present information.

2 E Written work is going to be consolidated by recording it using audio equipment.

3 A The work of a pair or group of learners is used as a model for the others to consolidate vocabulary learning by making connections in a mind map.

4 C Groups consolidate their work by collaborating and agreeing on which two reports need additional information.

5 B The worksheets have extension materials so learners can consolidate learning using diagrams.

UNIT 15

1 *Sample answers*
Art: Describe the piece you made using vocabulary of size, shape, colour and texture.
Geography: Add a key to show the features, then label the mouth and source of the river, the peak of the mountain and the name of the forest.
Music: Write the names of the notes below them.

2 a) communicative skills (learners are collaborating to decide on the questions)
b) communicative and practical skills (learners communicate information through the diagram and use practical skills to draw it accurately)
c) practical skills (learners show their ideas by demonstrating them using physical skills)
d) cognitive skills (learners work out which reasons are the most appropriate)
e) practical skills (learners use practical skills to play the different rhythms)
f) cognitive skills (learners compare and analyse graphs to find the similar trends and patterns)
g) cognitive, communicative and practical skills (learners analyse the features, then communicate their effectiveness using practical skills to do the desktop publishing)
h) communicative and practical skills (learners communicate their ideas through drawing)

UNIT 16
1 summative
2 summative
3 formative
4 formative
5 formative
6 summative

UNIT 17
1 A and E
  A The technical vocabulary used to describe a business process is easier to understand if there is a diagram or drawing to show what is happening.
  E High cognitive skills are needed to process both subject content (economics) and language to describe a process, so a visual can help comprehension.
2 C and E
  C The language structures used in the text were complex (cause and effect).
  E High cognitive skills are needed to process both historical content and advanced connectives.
3 B The language used in the rubric was complex: the teacher could paraphrase and read instructions aloud.
4 D and E
  D There were many complex problems to read and solve, so extra time is needed.
  E High cognitive skills are needed to process both maths content and the language used in problems.
5 A The vocabulary used to describe processes in art, such as how to fire clay, is technical, so learners can use a glossary to help them.
6 E and F
  E High cognitive skills are needed to process both science content and language. Writing A, B or C for multiple-choice answers or completing sentences can test content knowledge more effectively.
  F The practical scientific work was clear but the questions required too much writing – perhaps learners found it hard to explain in sentences or short texts.

Answer key for TKT: CLIL practice tasks

UNIT

1	1 C	2 A	3 C	4 B	5 B	6 C		
2	1 F	2 G	3 B	4 A	5 E	6 C		
3	1 D	2 F	3 G	4 E	5 C	6 A		
4	1 A	2 B	3 A	4 C	5 B	6 B		
5	1 B	2 C	3 A	4 A	5 A	6 B		
6	1 B	2 A	3 A	4 B	5 B	6 A		
7	1 C	2 F	3 B	4 E	5 A			
8	1 C	2 A	3 C	4 A	5 B	6 B		
9	1 D	2 B	3 A	4 D	5 A	6 B	7 C
10	1 B	2 A	3 B	4 C	5 B	6 C		
11	1 A	2 B	3 A	4 C	5 A	6 B		
12	1 A	2 C	3 C	4 B	5 A	6 C		
13	1 E	2 D	3 B	4 G	5 C	6 A		
14	1 D	2 A	3 B	4 C	5 B	6 D	7 A
15	1 C	2 B	3 B	4 B	5 A			
16	1 C	2 A	3 F	4 B	5 D			
17	1 B	2 C	3 B	4 B	5 A			

Answer key for TKT: CLIL practice test

1 C	2 D	3 A	4 B	5 A	6 B	7 D
8 E	9 B	10 F	11 A	12 G	13 C	
14 C	15 B	16 B	17 C	18 A	19 C	
20 C	21 A	22 C	23 C	24 B	25 A	
26 F	27 D	28 B	29 C	30 G	31 A	
32 C	33 G	34 A	35 F	36 D	37 B	
38 B	39 D	40 C	41 A	42 D	43 B	44 A
45 C	46 A	47 C	48 B	49 C	50 B	
51 D	52 A	53 B	54 A	55 B	56 C	57 C
58 F	59 G	60 H	61 B	62 A	63 D	64 E
65 A	66 B	67 B	68 C	69 B	70 A	
71 D	72 F	73 E	74 A	75 B		
76 B	77 A	78 A	79 B	80 C		

Alphabetical list of terms

Terms in *italics* appear in the *TKT Glossary* compiled by Cambridge ESOL. Terms in normal print appear in the *TKT: CLIL Glossary*.

Unit-by-unit list of terms

Terms in *italics* appear in the *TKT Glossary* compiled by Cambridge ESOL. Terms in normal print appear in the *TKT: CLIL Glossary*.

Unit 1
4 Cs
approach
BICS
CALP
curriculum
feedback
hard CLIL
language-led
learners
method
partial immersion
soft CLIL
STT
subject-led
target language

Unit 2
chunk
collocations
conditional
content-compatible language
content-obligatory language
future
high and medium frequency words
L1 transfer
modal verb
passive
past
present
reporting verb
structure
subject-specific language

Unit 3
brainstorm
closed question
code switching
context
functions
open question
oracy
response partner
revisit

Unit 4
abstract
classifying
cognitive skills
concrete
contrast
creative thinking
define
dividing
enquiry skills
evaluation skills
HOTS
hypothesise
identify
information processing skills
LOTS
make associations
(rank) ordering
predict
reasoning
synthesis
wait time

Unit 5
consolidate
data handling
enquiry approach
learner autonomy
learning skills

Unit 6
activating prior knowledge
aim
competences
differentiation
fair test
input
learning outcome
module
output
plenary
syllabus

Unit 7
genre-based teaching
genres
non-chronological
recount
sentence level
word level

Unit 8
bar chart
binary key
blogging
Carroll diagram
collaborate
cycle
flow diagram
graphic organiser
grid
interactive whiteboard
line graph
mind map
multi-media
pie chart
podcast
process / cause–effect diagram
quadrants
realia
storyboard
table
T-chart
time-line
tree diagram
Venn diagram
visual organiser

Unit 9
animation
bold font
layout
rubric

Unit 10
categorisation
cloze test
completion (activities)
feature identification
freeze frames
gap-fill
hot seat
identification keys

information transfer
jigsaw reading and listening
label
lateral keys
loop or domino games
matching
multiple choice
pyramid discussion

Unit 11
monitor

Unit 12
productive skills
receptive skills
scaffolding

Unit 13
draft
learning strategy
metacognition
paraphrase

Unit 14
differentiate
dual language texts

Unit 15
assessment criteria

Unit 16
'can do' statements
diagnostic test
formative assessment
needs analysis
objective
peer assessment
performance assessment
portfolio assessment
self-assessment
standardised test
subjective
summative

Unit 17
accommodation
bullet points
closed (response)
gesture
glossary
prompt
task differentiation

References

Anderson, N.J. 'Metacognition and good language learners', in Griffiths, C. (ed.) (2008) *Lessons from Good Language Learners*, Cambridge: Cambridge University Press.

Cheminais, R. (2006) *Every Child Matters*, London: David Fulton Publishers.

Coyle, D. (2007) 'Content and Language Integrated Learning: Motivating Learners and Teachers', in *The CLIL Teachers Toolkit: a classroom guide*. Nottingham: The University of Nottingham.

Coyle, D., Hood P. and Marsh, D. (2010) CLIL: *Content and Language Integrated Learning*, Cambridge: Cambridge University Press.

Cummins, J. (2001) *Negotiating Identities: Education for Empowerment in a Diverse Society,* Los Angeles: California Association for Bilingual Education.

Eurydice Survey (2006) *CLIL at School in Europe*, Brussels: Eurydice.

Feez, S. (1998) 'Text-based syllabus design.' In Hyland, K. (2007) *Genre and Second Language Writing.* Michigan: The University of Michigan.

Fisher, R. (2005) *Teaching Children to Learn* 2nd edition, Cheltenham: Nelson Thornes.

Gajo, L. (2007) 'Linguistic Knowledge and Subject Knowledge: How does Bilingualism Contribute to Subject Development?' in *The International Journal of Bilingual Education and Bilingualism* vol. 10, no. 5.

Gibbons, P. (2008) 'Challenging Pedagogies: More than just good practice?' In *NALDIC Quarterly* vol. 6 no. 2, pp 4–14.

de Graff, R., Koopman, G.J. and Westhoff, G. (2007) 'Identifying Effective L2 Pedagogy in CLIL', in VIEWZ vol. 16, no. 3 ed. Smit, U. and Dalton-Puffer, C.

Haslam, L., Wilkin, Y. and Kellet, E. (2005) *English as an Additional Language* London: David Fulton Publishers.

Marsh, D. (2002) *CLIL/EMILE –The European Dimension: Action, Trends and Foresight Potential*, Jyväskylä: University of Jyväskylä, Finland.

Mehisto, P., Frigols, M.J. and Marsh, D. (2008) *Uncovering CLIL,* Oxford: Macmillan.

Perez-Vidal, C. (2009) 'The Integration of Content and Language in the classroom: A European Approach to Education (the second time round)', in Dafouz, E. and Guerrini, M. (eds) *CLIL Across Educational Levels*, Madrid: Richmond

Poisel, E. (2007) 'Assessment Modes in CLIL to Enhance Language Proficiency and Interpersonal Skills' in VIEWS Vol. 16, no. 3, December 2007, pp 43–46

Sibley, S. (2003) *Teaching and Assessing Skills in Geography*, Cambridge: Cambridge University Press.

Swan, M. and Smith, B. (2001) *Learner English*, Cambridge: Cambridge University Press.

Van de Craen, P. (2006): *Content and Language Integrated Learning, Culture of Education and Learning Theories* Brussels: Vrije Universiteit Brussel, Dept of Germanic Languages.