

# CLIL FOR DUMMIES? I DON'T THINK SO..

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LET'S GET STARTED



# GUIDING UNDERSTANDING FOR CLIL

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## 1. ACTIVATING FOR CLIL

## 2. PRACTICAL LESSON IDEAS

- Write ten random key words about a topic on the board. Ask learners to answer these questions:

What will the lesson be about?

Which words can you add to these?

- Write the topic of the lesson on the board. Learners work in pairs to either

- 1 be the first pair to write down ten verbs related to the topic; or
- 2 be the first pair to write down the most verbs (or nouns) related to the topic.

- Write the topic of the lesson on the board. Learners work in pairs and write down ten questions about the topic - at least four should begin with who, what, how and why.

- Create a list of ten true and false statements about a topic you are going to cover. Each learner receives one red and one green card. Read your true/false statements out one by one.

# THE NATURE OF INPUT

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- What is input?
- Types of input:
  - Visual
  - Spoken
  - Hands-on practical
  - Written

# YOUR OWN IDEAS ABOUT INPUT

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1. List 6 different types of input you have used in your classes
2. For each of your examples, note down the content and the language input, like in the example:

<b>TYPE OF INPUT</b>	<b>WHAT IS THE CONTENT INPUT?</b>	<b>WHAT IS THE LANGUAGE INPUT?</b>
Video about life cycles Real caterpillars brought to class	Important stages in the life of a butterfly	Terminology used to describe sequencing The language of description/ the present tense/nouns and adjectives

# INPUT-INTAKE-OUTPUT

Input must be provided at the appropriate subject, academic and language level.

Cummins developed a model of 4 quadrants to describe the cognitive and language level of lesson input:

In Quadrant 1, the input language is concrete and there are many contextual clues to aid understanding, such as photographs or diagrams. The lesson input is academically not very challenging.

In Quadrant 2, the language of the input is also concrete, but there are fewer contextual clues and the concepts are more difficult.

In Quadrant 3, the lesson input is academically challenging and there is a lot of contextual support to help learners understand. the language level is more abstract.

In Quadrant 4, the lesson input is most challenging with regard to both language and contextual support. The language is abstract, and there are no illustrations or visual clues to support the context.

<b>A LOT OF CONTEXT</b>	<b>Quadrant 1</b> <b>Input supported by many visual cues and day-to-day language.</b> DVD designed for children telling the story of how a rock becomes a pebble.	<b>Quadrant 2</b> <b>Input with little context, cognitively undemanding, day-to-day language.</b> Radio programme for children telling the story of how a rock becomes a pebble.	<b>LITTLE CONTEXT</b>
	<b>Quadrant 3</b> <b>Input supported by much context but cognitively demanding, more abstract language.</b> Nature documentary on erosion.	<b>Quadrant 4</b> <b>Input with very little context, cognitively demanding, more abstract language.</b> Scientific article in a geography journal on rock erosion.	

# NOW, YOU TRY...

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<b>A LOT OF CONTEXT</b>	<b>Quadrant 1</b>	<b>Quadrant 2</b>	<b>LITTLE CONTEXT</b>	<b>BICS</b>
	<b>Quadrant 3</b>	<b>Quadrant 4</b>		<b>CALP</b>



# TEACHERS NEEDS

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## **TRAINING NEEDS OF CLIL TEACHERS IN RELATION TO THE DIFFERENT DIMENSIONS (Adapted from Perez Cañado, 2015)**

- Linguistic competence (general communication and subject-specific language use).
- Methodology and classroom management (the teaching method and activities brought to CLIL courses).
- Resources and materials (main materials used in CLIL lessons).

**TABLE 1. Linguistic competence**

**TABLE 2. Methodological competence**

**TABLE 3. Materials and resources**

# TABLE I

	I totally agree	I agree	I disagree	Totally disagree	N/A
I have appropriate academic vocabulary knowledge in English					
I have an appropriate knowledge of generic expressions in English to communicate and interact in the CLIL class					
I have an appropriate knowledge of specific vocabulary in English					
Students can follow the class without many problems					
There are participation problems caused by learners 'linguistic level					
I have to use Spanish on some occasions because of some problems to communicate and understand					
I focus on linguistic aspects (grammar, and /or vocabulary) in class if necessary					
I foster the use of English with foreign students both inside and outside the classroom					



# TABLE 2

	I totally agree	I agree	I disagree	Totally disagree	N/A
I have access to a great variety of materials appropriate to deliver the subject in English					
I create my own materials					
I make use of materials adapted by myself in class					
I make use of authentic materials that can be used in classes where English is the mother tongue					
The materials used in class are the most appropriate ones to meet learners 'needs					
Materials include some instructions in Spanish to help comprehension					
I make use of virtual learning					
New technologies are key in my classes					

# TABLE 3

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	I totally agree	I agree	I disagree	Totally disagree	N/A
I use lecturing as the main teaching method					
I employ a wide range of active, participative and learner-focus methodologies					
I make use of different types of classroom arrangements					