

Designing materials for the CLIL classroom

Guiding Input: Word & Phrase Level

Gap-fill or 'Cloze'

Create: Take a text and remove words or phrases. For Gap-fill, these can be quite random. For a 'cloze', the words will have something in common e.g. adjectives.

Differentiate: The material can be differentiated by providing students with the options to fill the gaps.

Purpose: To use vocabulary in a variety of contexts, to practise a particular linguistic/grammatical feature.

When: In class, for homework, for flipped learning

DARTs

All the suggested activities at Directed Activities Related to Texts or DARTs. These types of activities encourage active reading of texts.

Matching terms and definitions

Create: Take a diagram or picture labelled with key terms. Students match the list of definitions to the terms.

Differentiate: Students are not given the definitions but are asked to write their own versions.

Purpose: To see terms used in context, exposure to standard examples of formal subject language in definitions.

When: In class to introduce key terms for a topic and key structured language that accompanies them.

Matching 'heads and tails'

Create: Take a number of key sentences and split them in half to create two lists: one sentence beginnings and one sentence ends. Students match the beginnings to the ends.

Differentiate: Consider where you split the sentence. Splitting the sentence in the middle of a noun or verb phrase will be easier and more logical. Splitting a sentence after a subordinating conjunction (e.g. because) is more challenging.

Purpose: to see words that create cohesiveness in texts, to weigh up and match appropriate facts to justifications

When: In class, after key terms have been introduced

Matching headings to paragraphs and visuals

Create: take definitions, key words and visuals and mix them up on the page. Students match a heading to a definition and then the visual.

Differentiate: take out one of the steps to differentiate down e.g. visual and definition are matched already. To differentiate up, leave out one of the elements and students are tasked with finding that out for themselves.

Purpose: to use vocabulary in a variety of contexts, to practise a particular linguistic/grammatical feature.

When: can be used for group discussion to help reinforce spoken language linked to the topic, could be used as a kinaesthetic activity if cut up into cards to aid discussion.

Joining two lists: situation and result.

Create: Two lists of separate sentences are created that can be matched e.g. cause and effect, situation and result. They are 2 separate sentences. Students try to create full sentences using both parts.

Differentiate: Scaffold the typical responses that a student might give such as 'I think that if everyone eats better food then the death rate will fall'

Purpose: to focus on the likely structure of sentences, to create authentic sentences where they have a higher level of agency in their creation.

When: In class, for speaking, or writing, in groups and pairs.

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Information Transfer: Labelling a diagram

Create: Take list of key words and definitions and a diagram that is partially labelled with similar definitions but with certain words missing. Students have to read the original definitions, match the key words and edit the reworded definitions.

Differentiate: Provide the key words in the definitions to make it easier for students to see where they are looking for the information.

Purpose: to infer from what they read to create new meanings, to select relevant phrases, to paraphrase and rephrase.

When: In class, or at home, individually

Reading and Answering Questions

Create: take a diagram, picture, text or video and create questions to accompany it. The questions should always require students to infer meaning rather than lift meaning from the text.

Differentiate: Give students optional answers to choose from as a form of multiple choice.

Purpose: to learn to infer from the language, to support speaking and spontaneous thinking in the target language .

When: In class, for speaking activities, for homework, to practise specific lexical fields such as numbers.

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When: In class, or at home, individually

Reading a text in sorting cards

Create: split a text into separate cards that contain 1 idea. Students in groups try to formulate the text.

Differentiate: to include visual prompts with each of the cards.

Purpose: to encourage discussion in small groups when forming their own initial understanding of the concepts they are being asked to consider.

When: At the beginning of a lesson but perhaps half way through a topic. When you are trying to develop confidence in their discussion.

Reading and making notes

Create: a typical activity for the non-CLIL classroom but here it is used as an important tool to help students paraphrase and summarise content and meaning

Differentiate: give students a retrieval chart to help support the process

Purpose: to this moves students on from the stage of 'content analysis' to producing their own work.

When: In class, for speaking activities, for homework, to practise specific lexical fields such as numbers.

Adapted from 'Oxford Handbooks for Language Teachers: Putting CLIL into Practice by Phill Ball, Keith Kelly & John Clegg

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Guiding Input: Text Level

Concept mapping

Create: This is a list of the key concepts outlined in one or a number of texts with their brief definitions.

Differentiate: This can either be given to students as incomplete or partially incomplete. As students read through a text or a number of texts, they fill in the extra detail describing the concepts. This can also be presented as a mind-map

Purpose: to generate an overview of key notions and language in a given area, which are not always evident or visible to learners through authentic texts.

When: ongoing use at home or in class.

Tables

Create: create or find a table that summarises a teaching point. These are often found in textbooks. Remove the information and from a text students must fill in the table in a highly summarised form.

Differentiate: give some of the parts of the table already completed.

Purpose: to exploit the tabular structure of a table to support students to create descriptions of processes, ideas or information. In their descriptions they will often *compare, contrast, differentiate, describe, state* or *identify*.

When: towards the end of a topic where lots of input has been generated.

Flow Diagrams

Create: When describing flow diagrams students are forced to use language such as sequencing words, action verbs and passive constructions. They encourage 'flow thinking'. Students can either describe their own or learn to describe a premade one.

Differentiate: Keywords are also given to students at each point in the cycle to help support responses.

Purpose: to reinforce flow thinking and spontaneous speech by moving through different processes.

When: In at the end of a topic or after significant input has been included

Tree diagrams

Create: when discussing tree diagrams, students are forced to undertake 'hierarchy thinking' which encourages thinking related to the idea of 'x belongs to y' or that 'a is a member of b'

Differentiate: Keywords are also given to students at each point in the cycle to help support responses.

Purpose: to reinforce hierarchy thinking and spontaneous speech by describing relationships between things, people, ideas etc. at the top of the tree and the bottom.

When: At the end of a topic or after significant input has been included

Note taking frames

Create: After students engage with a text that is linear, they are given a diagram to fill in that is non-linear in order to create a sequence of activities. For example, they could read a text about historical events and their causes and then fill in a diagram where they have to write the historical effect, its cause, its effect and the outcome.

Differentiate: The note taking frame could be linear in fashion to follow the text.

Purpose: to think in a non-linear fashion, to own the language that they are producing.

When: during a teacher monologue, with a text that includes fact, causes, effect and solution.

Illustration

Create: An illustration can be used as a text frame. These are often found in textbooks. Students can use the illustrations to describe the processes occurring in the picture by writing language into the picture.

Differentiate: Keywords are also given to students at each point in the cycle to help support responses.

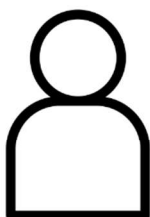
Purpose: to reinforce flow thinking and spontaneous speech by moving through different processes but to also think in a non-linear way and to support the visual aspect of learning concepts.

When: In at the end of a topic or after significant input has been included

Designing materials for the CLIL classroom

Guiding Input: Supporting Output

Types of Speaking Activity



Individual talk

e.g. digital slideshow presentation, show and tell, delivering a report)



Open and close questions and answer sessions

e.g. digital slideshow presentation, show and tell, delivering a report)



Speaking in pairs

e.g. discussions, sharing information, interviewing each other



Speaking in small groups

e.g. discussions, making group decisions, finding solutions to problems



Role-playing specific subject-related scenarios

e.g. dialogues on specific themes



Jigsaw Group Speaking

e.g. learning new material and peer teaching to others.



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Guiding Input: Supporting Output

Language Support Types For Speaking & Writing

Full Scripts

For example, instructions for an experiment form a 'script' that students use to direct the activity in the language.

Models

When new knowledge is presented by teachers, key ideas and language are strategically highlighted and repeated both in oral and written form to reinforce standard language.

Brief pre-activity language practice

Students reproduce target language phrases and sentences as a precursor to carrying out an activity.

Word Lists

Lists of key words are given in a context and separated into types such as verbs, adjectives, nouns. For example, if you were describing the water cycle, you might have 'rains, evaporates, falls, rises'.

Information Gaps

Students work in pairs. Student A has certain information that student B does not have and vice versa. Through communicating with each other they build up a picture of the full information.

Sentence Starter

This works well with linear processes. Give students a number of sentence starters and students have to complete them orally perhaps reinforced by visuals or realia.



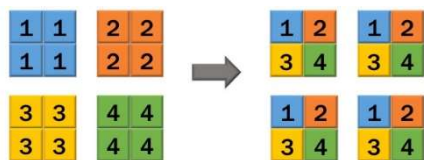
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Guiding Input: Supporting Output

Language Support Types For Speaking & Writing

Jigsaw Task

Students work in groups to learn about a specific concept or process or idea. If there are 4 concepts to be learnt then there are 4 groups. Students become subject experts. Students then split into groups made up of one expert for each idea. They then communicate what they have found out to the rest of the group and perhaps complete an activity.



Annotated Visuals

Students are given or create visuals that contain key language. Students then explain the process using the language promotes to help them.

Heads and Tails

Students are given the start of a sentence and have to find the end from a list or from their own memory depending on how much it has been practiced.

Speaking/Writing Frames

Very Much like a substitution table, this mimics potential answers in a discussion and breaks them down into sections, headings or prompts. Students then use the grid to create their answers.

Working from notes

Students are given a predefined structure to present on a topic. They then told what information they must give and then are given sentence starters to produce that information. Students then present their findings using the notes for support.