CLIL to GO

Brigitte Gottinger, Petra Pargfrieder

Linz, March 2017

CLIL Methodology

– Mind Mapping 1

    Students summarise a text (article, specialist text, book, …) → take notes using key phrases

– Mind Mapping 2

    - Phrases are provided by the teacher (jargon, key vocabulary, …)
    - Wordle

– Asking questions

    Teacher provides wh-questions on a text/video

– Learner-generated questions

    Learners design their own questions (and discuss the characteristics of good questions for CLIL)

– True/False statements

    Statements on the text (tick true/false) + justification
    → avoid KOW-factor

– Group Reading/Expert Group

Dividing a text into several sections (with sub-headings, paragraphs, …)

– Gap Text

Learners fill in the missing words/parts in a text

– Definition matching

– Matching English & German expressions/terms

– Crosswords

– Labelling of pictures (parts of tools, machines, devices)

– Interpretation of charts/graphs and tables

- What's the best option

  Teacher asks a question and provides a maximum of five options
  Students discuss the best option/s for the question raised

- Giving advice

  Teacher puts the students into a certain situation
  Students have to give advice on how to solve/fix the problem

- Priority Ranking/Sequencing

  Teacher provides a list of possibilities/options
  Students discuss on the most/least important one
  Students have to put the possibilities/options into the correct order

© Brigitte Gottinger, Petra Pargfrieder

- Discussion Battle

Teacher separates the class in two halves (A and B)
Group A and group B take on two opposing roles/ideas/views
Students develop a mind map (collect arguments)
Students get in pairs (A and B) and have a discussion

Thank you!

© Brigitte Gottinger, Petra Pargfrieder

Presentation designed for CLIL to GO

Copyright: Brigitte Gottinger & Petra Pargfrieder