



Building Language Confidence in CLIL

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17th November 2020



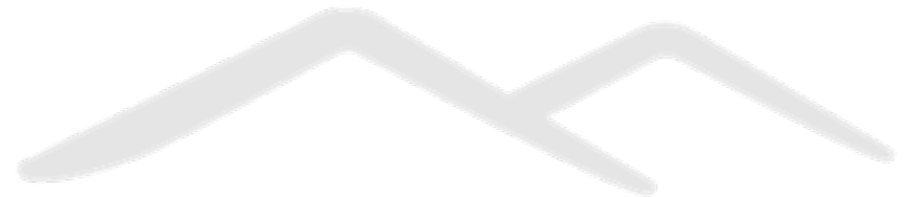
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Learning outcomes

- To become familiar with a range of activities which promote learner confidence in using English in class
- To be better able to predict learner language needs
- To be able to apply the activities to a range of topics

The powerpoint will be available at the end of the session

- Chatbox – everyone and one person
- Hands up
- Switch off camera
- Open pairs

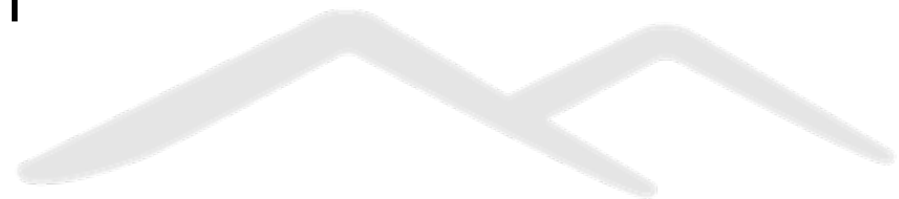


Why do students lack confidence in their English language use in CLIL classes?

- Write any answers in the chatbox
- ✧ Worried about accuracy
- ✧ Don't know language BICs or CALP
- ✧ Embarrassed
- ✧ Don't know information/answer
- ✧ Not interested

Activities to help students by:

- Planning language needs
- Supporting through scaffolding
- Providing opportunities for contribution
- Lowering accuracy pressures
- Allowing for personalisation





- To develop confidence
- To practise topic information
- To practise structures
- To revise vocabulary
- To develop creativity
- To work collaboratively





How the compass unlocked the world

Key vocabulary



Key facts

What does it do?

How does it work?

Do you have one and when do you use it?

What does it do?

- It points, it shows us which way is...
- North, South, East, West
- directions

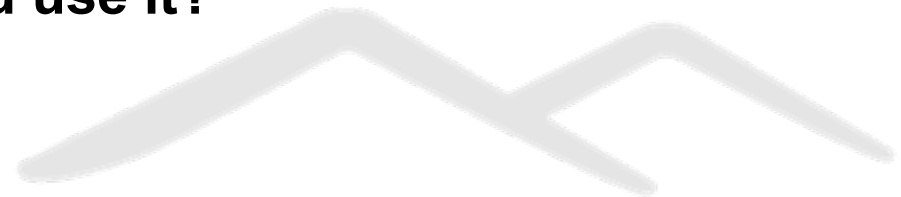


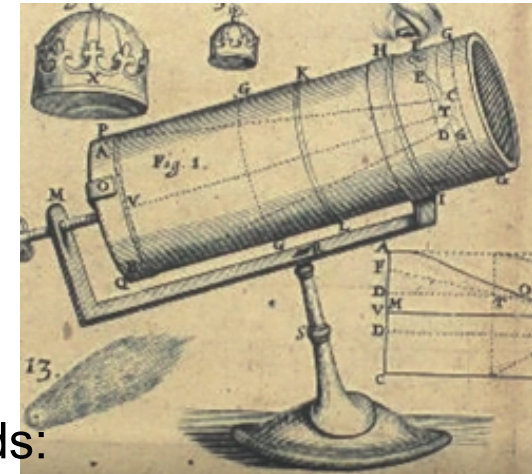
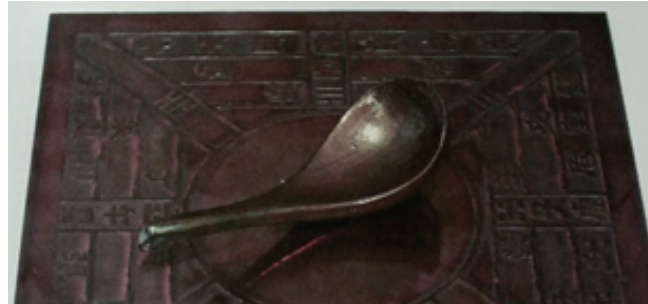
How does it work?

- It uses a magnet; it has a needle which is magnetised
- It points to magnetic north

Do you have one and when do you use it?

- In my phone
- If I am lost
- When I am walking

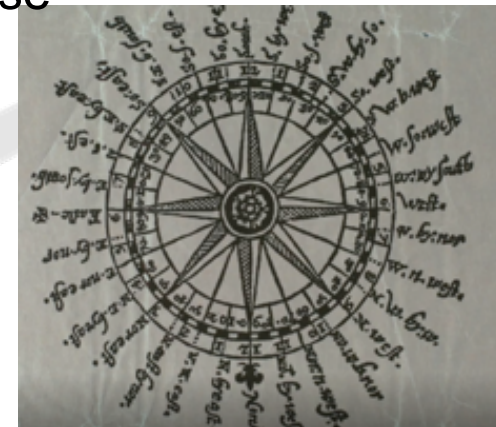
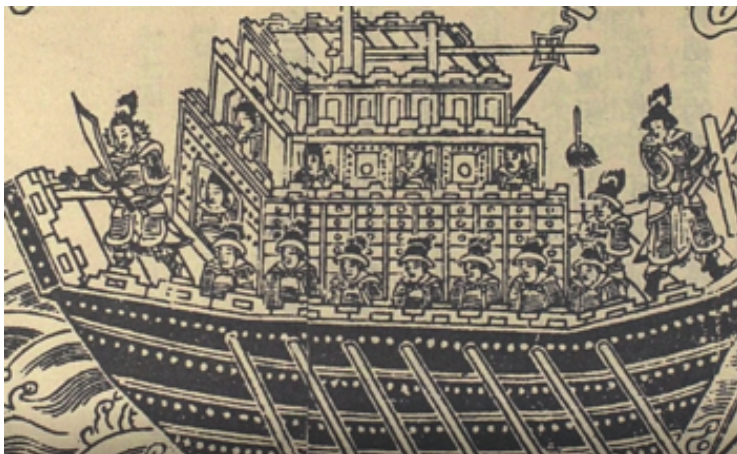




Label the pictures with these words:

sailors
a brass ladle

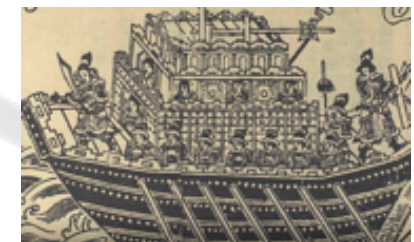
a telescope
a compass rose
a multitool





In what order do you see/hear about these things?
(number the pictures)

Why are they important?
(make notes in German or English)





How the compass unlocked the world

https://www.ted.com/talks/david_biello_how_the_compass_unlocked_the_world?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare



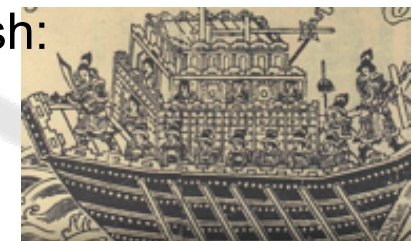
The first picture is
It's important because it is/it shows/it allows



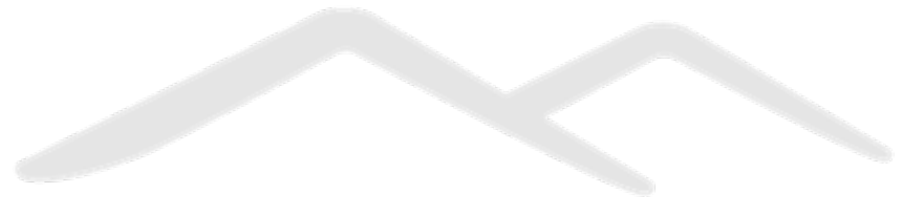
This language may help you discuss your answers in English:

portable
to invent
to embed
exploration
to spin

tragbar
erfinden
einbetten
die Erkundung
drehen



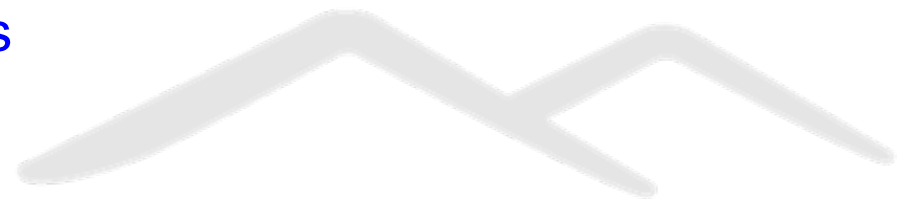
Planning language needs - predicting what students need
Supporting through scaffolding – pictures and words
Providing opportunities for contribution – pair/group first
Lowering accuracy pressures – allowing L1 first



Look at the transcript from the video which we just watched.

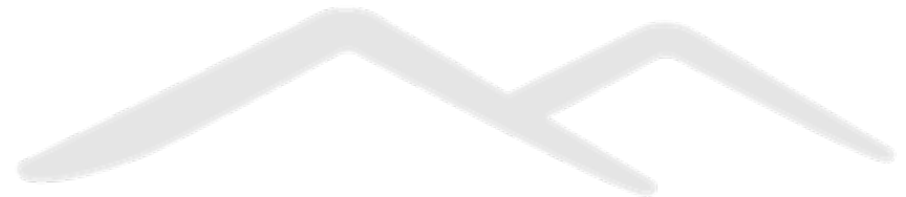
I have just sent it to you via the chatbox.

- Choose 2 key content words which you like
- Choose 2 other phrases that you like and would like to use in your own English
- Be ready to explain your choices

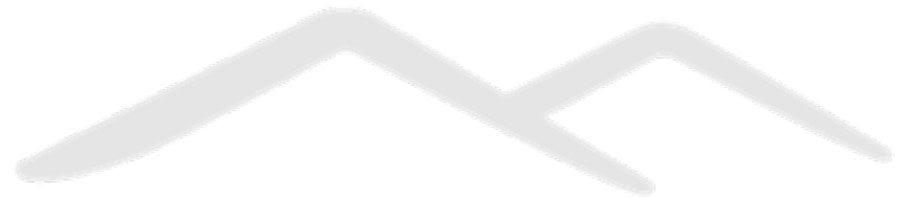


Type your words and phrases into the chatbox.

Feel free to comment on other people's choices.



- Supporting through scaffolding – written text and revision
- Providing opportunities for contribution – time to choose
- Lowering accuracy pressures – making own choices
- Allowing for personalisation – making own choices



Look at some of the key vocabulary which we have covered recently:

exploration

to magnetise

portable

to take place

to fashion

to circumnavigate

to embed

the Renaissance

navigation

a needle

to spin

to innovate

to come up with

the magnetic pole

a microscope

energy

to invent

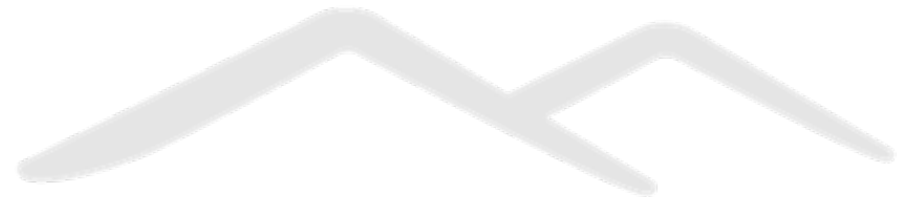
a multi-tool

In your groups, you are going to classify the vocabulary into 3 or 4 categories of your choice and be ready to explain why

Copy and paste the link I will put in the the chat box to do the classification.

https://www.flippity.net/ma.php?k=16mYDkRuto59RVCnICWtH_6oHzCas-k01N8ENgdorHTg

You will see a screen with the words at the bottom and you will be able to drag and drop them to form groups.



to come up with a multitool portable energy navigation the Renaissance to embed

to invent to spin to circumnavigate a microscope to innovate to magnetise

magnetic pole to take place to fashion exploration a needle

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Language to help you with the activity:

What do you think?

Do you agree?

Have you got a different idea?

How can we .. choose/ select/ categorise .. the words?

I think...

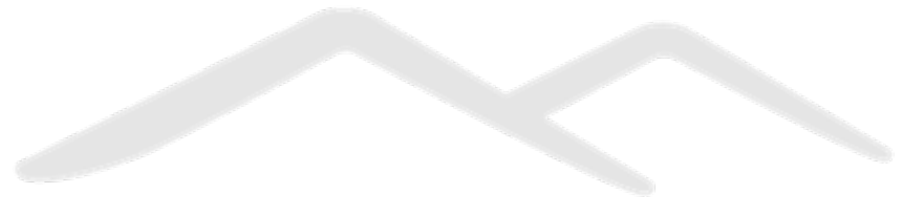
I don't think...

I don't agree

I'm not sure about...

This goes here

That goes there

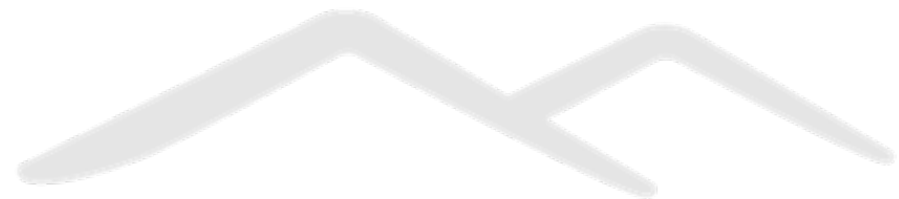


What different ways of classifying did you use?

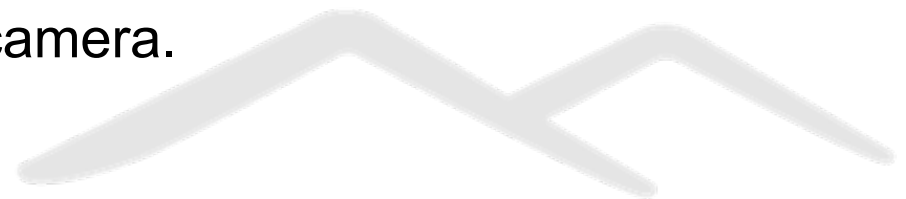
How could you use this activity?

<https://www.youtube.com/watch?v=KY8VgW12OR4>

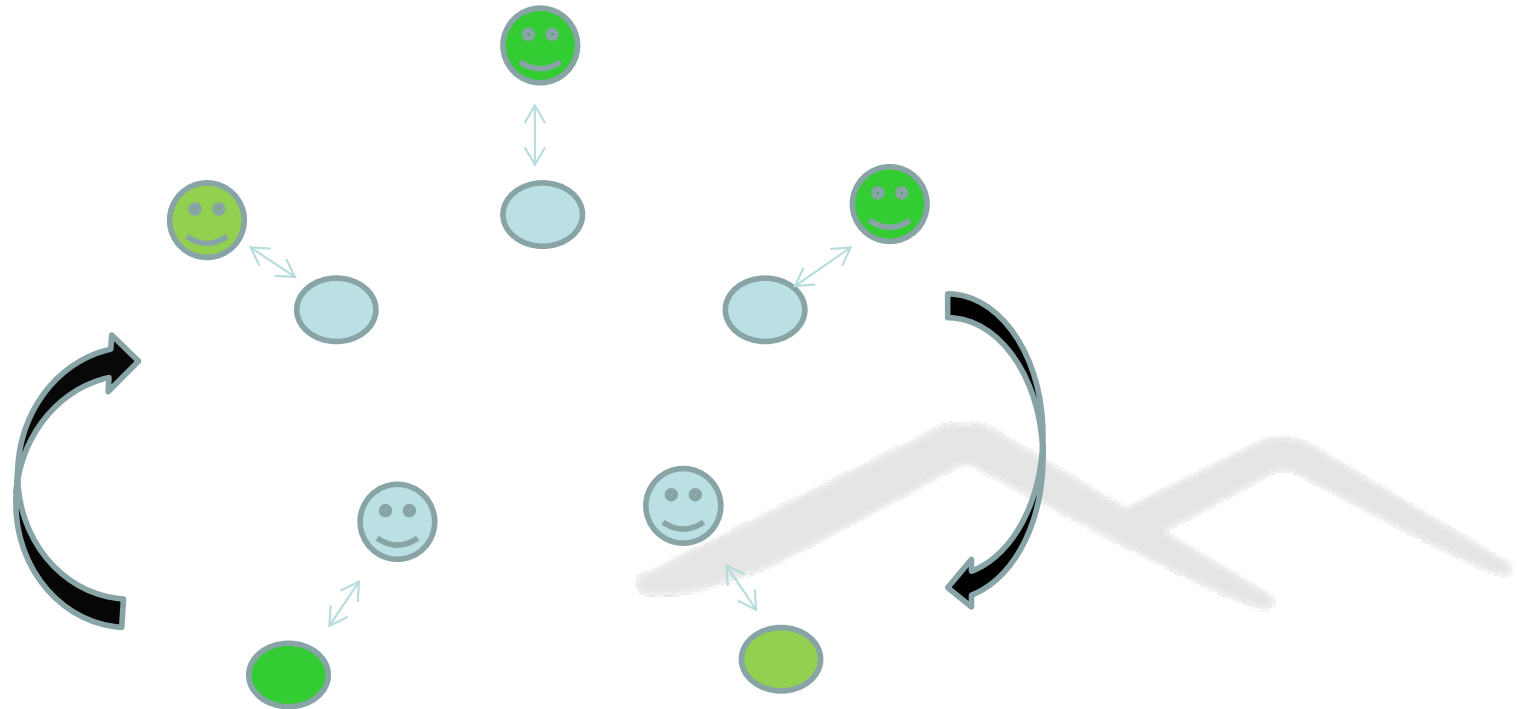
Planning language needs – agreeing/disagreeing language
Supporting through scaffolding – revision and phrase bank
Providing opportunities for contribution – time to discuss
Lowering accuracy pressures – making own choices
Allowing for personalisation – making own choices



- Think of a topic you know something about. It can be related to your school subject, a hobby, a place, a sport, a person....
- You are going to tell other people about your topic and answer their questions.
- When you have thought of your topic, write what it is in the chatbox (e.g. my village) then turn off your camera.



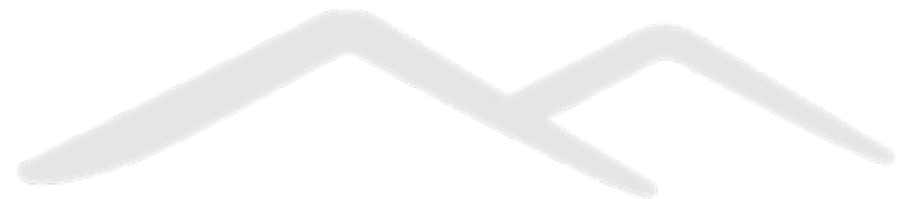
Ask the Expert....circles



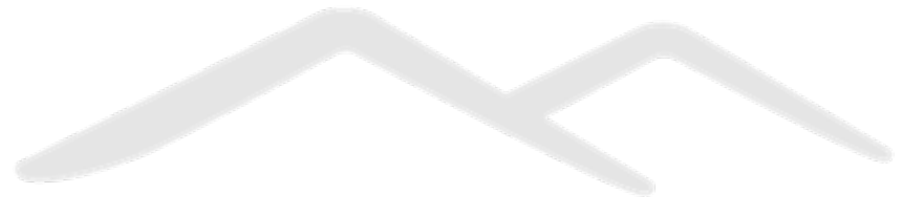
- You will connect with one other person by chat.
- One person should 'announce' their topic and the other person ask them some questions about it.
- After 1 minute, you should swap roles.
- Help each other with vocabulary if you need it.
- You will see STOP in your chatbox when the time is up.



- What did you notice about doing the activity twice?
- If you are doing this f2f or online, how can you give your students more support?
- What kind of topics could you use?



- Planning language needs – prior notice for students: they plan
- Providing opportunities for contribution – limited paired time
- Lowering accuracy pressures – focus on content and info
- Allowing for personalisation – choosing the topic



My language needs

We did 5 tasks today about The Compass.

Think about your language skills and confidence and answer the questions below:

Task 1 – prediction/discussion

Task 2 – matching/feedback

Task 3 – watching/listening

Task 4 – summarising how a compass works

Task 5 – categorising key language

1. Which tasks could you complete easily in English?

1. Which tasks did you need more English support with?

*2a. Which language was difficult? Language for Content
(write task numbers) Language for Communication*

3. What language problems (if any) stopped you completing the tasks in English?

Analysing teacher and student language needs

Use this grid to help you identify the language needs for BiLi activities. Consider the questions in italics...

You may want to design it in a different way (e.g. a Spidergram) to suit your preference.



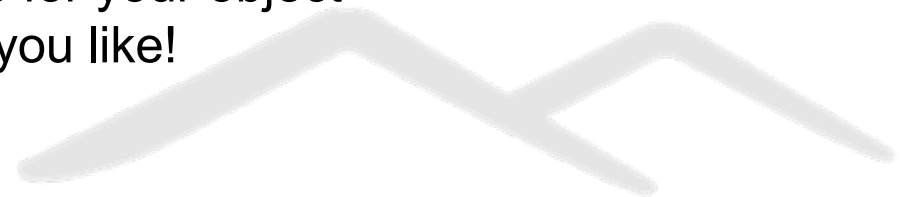
Stage Activity/Task	Teacher Language	Language Support	'Text' Language	Language Support?	Learner Language	Language Support
	<i>What are you doing? Explaining? Instructing? Guiding? Correcting?</i>	<i>How will you support your language? Visuals? Repetition? <u>Realia?</u> Text?</i>	<i>What language is in the materials? Oral? Video? Written Text? Diagrams?</i>	<i>Glossary? Key words? Translation? <u>Visual Organisers?</u> Visuals?</i>	<i>What language will students need to produce? Is it in L1 or L2? What BICs and what CALP?</i>	<i>Sentence starters? Writing frames? Word banks? Grammar reference?</i>

Learner Language	Language Support
<i>What language will students need to produce?</i> <i>Is it in L1 or L2?</i> <i>What BICs and what CALP?</i>	<i>Sentence starters?</i> <i>Writing frames?</i> <i>Word banks?</i> <i>Grammar reference?</i>





Think of as many uses as possible for your object
You can be as sensible or silly as you like!



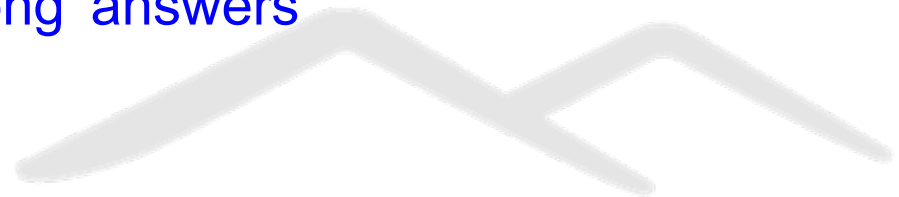


Which simple objects can you use related to your CLIL subject?

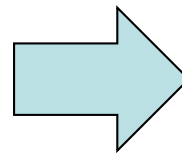




Supporting through scaffolding – provide sentence starters
Providing opportunities for contribution – everyone must contribute
Lowering accuracy pressures – focus on creativity
Allowing for personalisation – no 'wrong' answers

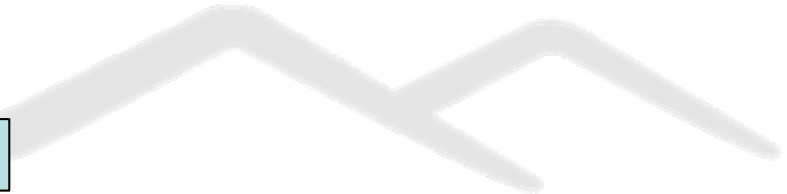
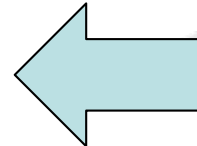


Planning language needs
Supporting through scaffolding
Providing opportunities for contribution
Lowering accuracy pressures
Allowing for personalisation



Control
Time
Preparation
Practice
Support

Confidence in Language Use



Thank you for your attention

Don't forget to visit the NILE stand!

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