

CLIL Workshop

For core features and principles of CLIL (refer to the separate handouts)

Reference: Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education David Marsh

Activities:

Prediction task

Rationale: A great way to get students thinking about the topic.

Procedure:

1. Ask students to predict what words they think they will see in a text.
2. Students write down 5 words.
3. Compare with a partner and collate (so they have 10 words).
4. Read the text and check if they find any of their 10 words.
5. Ask students to feedback which words they found.

Rally Read

Rationale: An effective structure for building reading fluency and comprehension. RallyRead is often preferable to independent reading because students get the opportunity to practice their fluency skills and also get practice in rhythm and intonation. Words often come out differently when pronounced than when read in one's head. RallyRead also develops listening skills. Students must listen actively for comprehension to correctly respond to their partners. While teacher read-alouds are good to model proper pronunciation, they lack the active student participation that RallyRead offers.

Procedure:

1. The teacher assigns the reading text. It can be a story, a blog entry, an email, a newspaper article—anything at the appropriate level of difficulty.
2. The teacher informs students how often they need to switch readers. Partners can switch every sentence, every paragraph, or every page, depending on students' ability levels. Partners can also switch roles on timed intervals, such as every minute.
3. Partner A reads his specified reading period. When finished, he asks his partner a comprehension question. For example, Where did the dog go? Partner B answers. If correct, Partner A praises, Good listening! If incorrect, Partner A offers help, referring the partner to the appropriate reading passage so the partner can find the correct answer.

Graphic Organizers

Rationale: **Graphic organizers** are important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information. If students are conducting their own research it's a great way of developing information literacy skills.

Procedure:

1. Students can work individually, in pairs or in small groups.
2. Handout a graphic organizer (or even better give them a choice of different organizers).
3. Either they use a text or a video input and summarize using the graphic organizer.
4. They could also research online and fill in the organizer.
5. Students present back to the class
6. Display the organizers in the classroom or in a designated place in school.

Using Class Votes

Rationale: A great way to collate student opinions and use the results as a springboard for production tasks.

Procedure:

1. Give students an interesting question to think about
2. Give students time to think first
3. Ask students to raise their hands to vote or..
4. ...Conduct a secret vote where students write down their choice and teacher collects votes and reveals the results in a dramatic manner
5. Write results on board

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