**MODULE 8 – CLIL in the Classroom**

**Tasks and Activities**

**Tasks and Activities**

**Task 1**

Make a note of five things you do in the classroom to support student learning.

Go back to Module 8.

**Task 2**

Read some background information about scaffolding in the CLIL4U Guidebook, Section 4.2, Pages 27-30.

**Task 3**

Compare the definition of / information about scaffolding that you have read to what you already do in the classroom (for example, as in Task 1, above). Are there similarities/differences?

Go back to Module 8.

**Task 4**

Choose a written text which you would like to use for your assignment topic and make it more accessible to your students.

Copy both ‘before’ and ‘after’ texts into your PAPeR under CLIL IN THE CLASSROOM – Section 1.

Go back to Module 8.

**Task 5**

Decide which type of Graphic Organiser is best to help students understand the following:

* The relationships between the different families of apes
* Similarities and differences between two festivals
* The order of events leading up to the Second World War
* The causes and effects of overcrowding in cities
* The order of steps in writing a computer program
* Designing a comic strip to show school life in the 1900s
* The strengths and weaknesses of a character in a Dickens novel
* How to identify a tree by its leaves

You can find suggested answers in the downloadable answer section.

Go back to Module 8.

**Task 6**

Read about interaction in the CLIL4U Guidebook, Pages 29-30. Alternatively, you can access the text in CLILStore, and listen to the audio file.

**Task 7**

Note down ways that you could enable student interaction in the course of the lesson in your PAPeR under CLIL IN THE CLASSROOM - Section 2.

Go back to Module 8.

**Task 8**

Read about Learner Autonomy in the CLIL4U Guidebook, Pages 28 - 29

Go back to Module 8.

**Task 9**

Select appropriate Can Do statements for students to consider on completion of the topic. They could grade their achievement (for example ‘can do’, ’almost there’, ’made a start’, or ’not understood’). Add this information to your PAPeR under CLIL IN THE CLASSROOM - Section 3.

Go back to Module 8.

**Task 10**

Plan a class discussion on increasing Learner Autonomy, where students can put forward ideas on allocation of study time, preferred ways of working, and on what support they would like from the teacher.

**CLIL Techniques to Support Learning**

**CLIL**

**Techniques**

Which CLIL teaching techniques did we use in this Module to help you understand?

Hint: Look at the phrases **in bold** on this page and on the Module 8 webpage.

**Reflection**

Think about these questions, and if possible, discuss your answers with a colleague.

**What?**

**Reflection**

**on your**

**learning**

* What did I do during this Module?
* What was the Module about?

**So what?**

* What did I learn from it?
* What did I feel about it?
* How does my experience link to classroom concepts?

**Now what?**

* Where can I get more information?
* How can I benefit from what I’ve learnt?
* What information can I share with other people?
* Which colleagues can I discuss this with?

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**What? Who? How? Why? ....**