



PART OF THE **INTO** GROUP



Speaking Activities to promote oral confidence in CLIL classes

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Speaking confidently in a CLIL context

Why do students lack confidence to speak in CLIL classes?

- ✧ Worried about accuracy
- ✧ Don't know language BICs or CALP
- ✧ Embarrassed
- ✧ Don't know information/answer
- ✧ Not used to speaking so much in content lessons
- ✧ Not interested

Speaking confidently in a CLIL context

‘Without dialogue, there is no communication and without communication, there can be no true education.’ Freire (1972:81)

Speaking confidently in a CLIL context

..a dynamic, never-ending process of using language to “make meaning and shape knowledge and experience through language.”

(Swain, 2006)

Scaffolding

What is scaffolding?

Scaffolding is the process of supporting your students during their learning process and gradually removing that support as your students become more independent.

<https://www.clilmedia.com/how-scaffolding-can-improve-your-clil-lesson/>

Activities

to help students by:

- planning language needs
- supporting through scaffolding
- providing opportunities for contribution with different interactions
- lowering accuracy pressures
- allowing for personalisation and control

L1 to L2: Developing interest



L1 to L2: Developing interest

Speaking Frame

I can see....

There are....

It is..

L1 to L2: Developing interest

Which one is your favourite?

Imagine tasting it. How do you feel?

Why is this kind of food healthy?



Ποιο είναι το αγαπημένο σου;

Φαντάσου ότι το δοκιμάζεις. Πώς νιώθεις;

Γιατί είναι υγιεινό αυτό το είδος φαγητού;

L1 to L2: Developing interest

Which one is your favourite?

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L1 to L2: Developing interest

Which one is your favourite?

Imagine tasting it. How do you feel?

Why is this kind of food healthy?



grapefruit

lemon

blackberry

apple

orange

banana

kiwi fruit

strawberry

melon

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L1 to L2: Developing interest

Use of L1

Speaking frame

Prior knowledge

Translation

Key terms to refer to

Translanguaging

Working in pairs



L1 to L2: Developing language

Share your thoughts



Ask the Expert

Students choose (or are allocated) a topic or sub-topic or a unit or a concept

E.g. Your favourite food (related then to food production or healthy eating)

E.g. *How does your word relate to the digestive system?*

Mouth

Small intestine

Large intestine

Ask the Expert

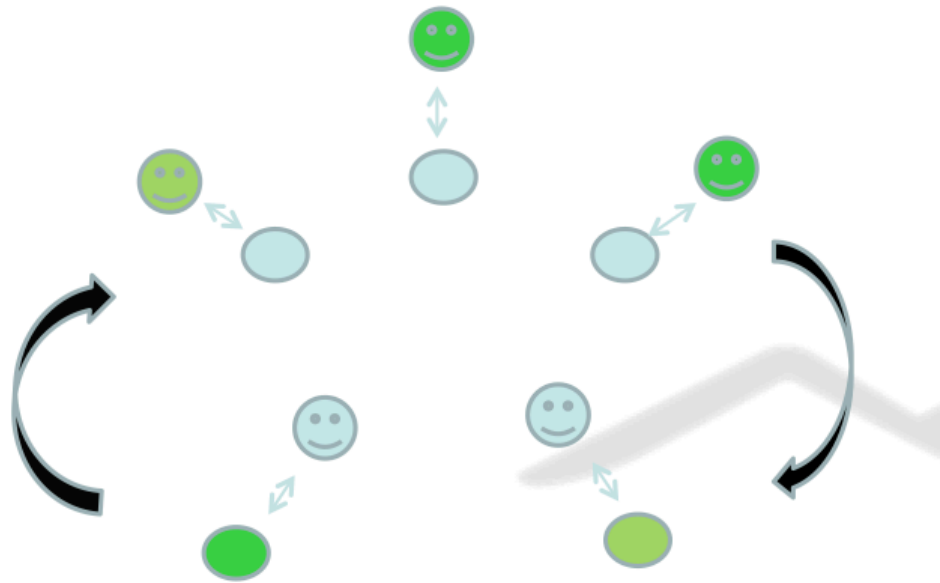
Preparation (including mini-whiteboard)

Time limit for speaking

Reflection

Repeat

Ask the Expert



Ask the Expert

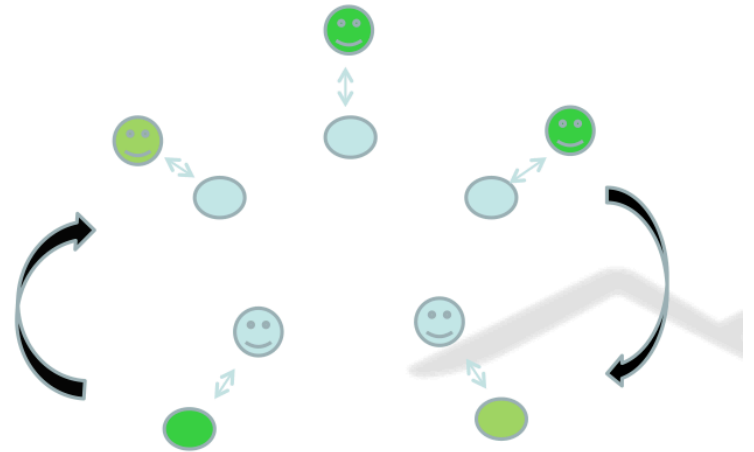
Preparation time

Repetition

Working in pairs

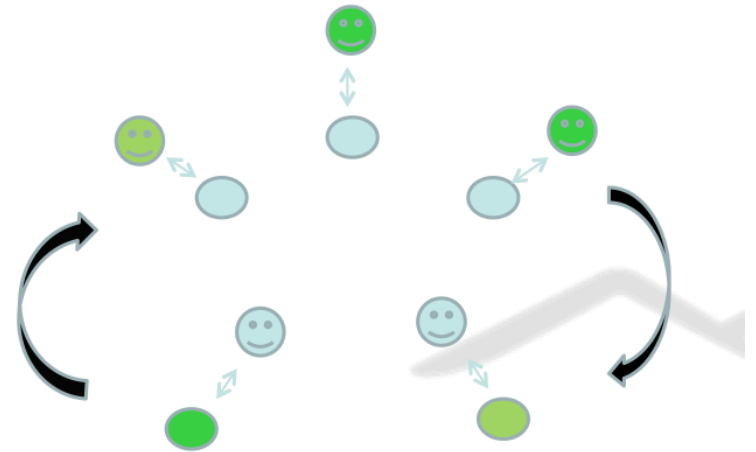
Limited output

Personalisation



Ask the Expert

Share your thoughts



Something to say..

ODD ONE OUT			
China	Brazil	France	Sri Lanka
England	Ireland	Wales	Hungary
Algeria	UK	Malta	Portugal

X is but the others aren't.

It must be X because.....

It could be...

Something to say..

Yes, that's right.

I'm not sure.

That's not true.

I don't think so.

I agree.

I disagree.

I've got a different idea.

I really don't know.

Contributing

Key phrases

Script

Models

Pre-activity language practice

Personalisation

ODD ONE OUT

Sri Lanka

Hungary

Malta

Contributing

Share your thoughts

ODD ONE OUT

Sri Lanka

Hungary

Malta

What have I learnt?

Write 3-5 key concepts, words or phrases in English which are important **for you** for this topic.

How could you explain these to someone else (in English?) using a mini-whiteboard to help you.

Think about the words, pictures, diagrams you could use.

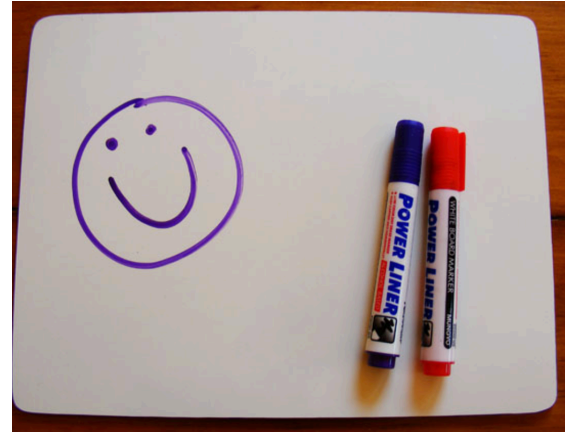
Tell your partner/the class about your concepts. Try to answer their questions in English but if you can't, just make a note of the question and research it for homework.

What have I learnt?

- Γράψε 3-5 έννοιες, λέξεις ή φράσεις που είναι σημαντικές **για σένα** , όσον αφορά το συγκεκριμένο θέμα.
- Πώς θα μπορούσες να τα εξηγήσεις σε κάποιον (στα Αγγλικά) χρησιμοποιώντας τη βοήθεια ενός μικρού ασπρόπινακα;
- Σκέψου ποιές λέξεις, εικόνες και διαγράμματα θα μπορούσες να χρησιμοποιήσεις .
- Μίλα με το συμμαθητή σου (συνεργάτη) ή την τάξη για τις έννοιες που έγραψες. Προσπάθησε να απαντήσεις τις ερωτήσεις του/της στα Αγγλικά. Αν δεν μπορείς, σημείωσε την ερώτηση και ερεύνησε την ως κατ' οίκον εργασία.

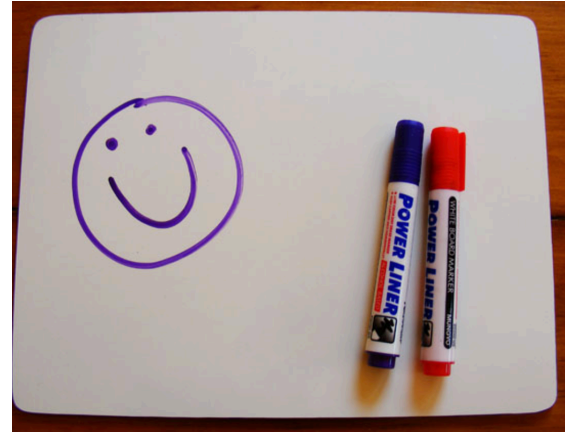
What have I learnt?

- Personalisation
- Preparation
- Use of visuals
- Use of L1
- Repetition



What have I learnt?

Share your thoughts



Summary

Support

Personalisation

Choice

Control



Confidence and Motivation

References

Ball, P., Clegg, J., Kelly, K. (2015) **Putting CLIL into Practice**; OUP

Freire, P. (1972) **Pedagogy of the Oppressed**; Penguin Books

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Swain, M. (2006) **Languaging, Agency and Collaboration in Advanced Second Language Proficiency**. In Byrnes H. (Ed.), *Advanced Language Learning: The contribution of Halliday and Vygotsky*; Continuum: London 95-108

Thank you

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