



TKT: CLIL Part 2: Classroom Language – trainer’s notes

Description

This activity develops participants’ understanding of the uses and purposes of classroom language in CLIL contexts. Participants discuss uses, purposes and examples of classroom language in order to familiarise themselves with CLIL classroom language, in addition to the terminology used in Part 2 of the TKT: CLIL module.

Time required: 45 minutes

Materials required:

- Participant’s Worksheet (cut into cards)
- Sample Task (one for each participant)

Aims:

- to know different ways of developing classroom language in CLIL contexts
- to understand the purpose of classroom language

Procedure

1. Before the session, copy **Participant’s Worksheet** so there is one copy for each group of three participants. Cut up the cards (six each for participants A, B and C). Copy the **Sample Task** for each participant.
2. Ask participants to brainstorm some uses of classroom language and write these on the board e.g. *to brainstorm ideas, to explain new concepts, to encourage collaborative learning, to monitor learning, to check understanding, to discipline, to encourage lower and higher order thinking skills, etc.*
3. Put participants into groups of three or pairs if necessary. Tell them to decide who will be A, B and C. Hand out one set of eighteen cards from **Participant’s Worksheet** to each group. Explain that:
 - A decides which cards describe **uses of classroom language**
 - B decides which cards describe **the purposes of classroom language**
 - C decides which cards are **examples of classroom language**.
4. Once they agree on the classification, they should record them in their notes. Participants then give an example of classroom language from their subject and discuss the purpose of the language.
5. Groups now compare and check ideas with another group. They should also share the additional examples of classroom language with the members of the other group. If time allows, discuss some of the different purposes of classroom language (*developing communicative skills, encouraging peer feedback, explaining, giving practical demonstrations, instructing, making associations, modelling, relaying knowledge, recasting, questioning*)
6. Plenary to summarise points covered. Ask participants:



- **What is the TKT: CLIL Module syllabus area for this lesson?** (*classroom language*)
- **What are candidates being tested on?** (*Candidates are tested on their knowledge of how classroom language is used in CLIL, its purpose and their ability to match examples of specific classroom language with their uses. They are also tested on ways of encouraging student talking time.*)
- **How can candidates prepare for this area of the syllabus?** (*Candidates can try to record or note down examples of their own or a colleague's use of classroom language and decide the purpose of it and if it encourages learners to develop lower or higher order thinking skills.*)

Additional information

- Candidates can read about classroom language in the **TKT: CLIL Handbook** and also in the **TKT Handbook**, which are both available to download at <http://www.cambridgeenglish.org/exams-and-qualifications/tkt/how-to-prepare/>
- The terms used in TKT: CLIL can be found in the **TKT: CLIL Glossary**: <http://www.cambridgeenglish.org/exams-and-qualifications/tkt/how-to-prepare/>
- For more on higher and lower order thinking skills, see the activity **TKT: CLIL Part 1: Cognitive skills**.
- See also link to further TKT: CLIL materials at www.cambridge.org/elt/tktclil



TKT: CLIL Part 2: Classroom Language – answer keys

Key to Participant's Worksheet

	A uses of classroom language	B the purpose of classroom language	C examples of classroom language
1	Activating prior knowledge	to encourage learners to think about what they already know about subject content	On your own, write down the names of any Greek heroes you have heard about.
2	Modelling content and language for learners to produce	to listen to accurate language in context	Listen to the way we describe the information represented on the first line graph before you describe the second graph.
3	Explaining a new concept	to teach subject specific knowledge	Look at the two paintings and tell me the names of four images which look real. Now look at the way the clock is painted. Does it look real? Why not? It is called surreal.
4	Encouraging learners to ask questions	to encourage deeper thinking and learner independence	Think of three questions you'd expect to be answered in this article on the rise of capitalism.
5	Encouraging learners to make associations	to encourage higher order thinking skills	Look at the packaging and the different materials it can be made from. Which materials can be made using local resources?
6	Encouraging learners to collaborate	to develop meaningful communication	In your new groups, decide who will search for the data on these websites then together, design a worksheet which can be used to explain your findings.

Key to Sample Task

1 B 2 C 3 A 4 C 5 C 6 B



TKT: CLIL Part 2: Classroom Language – Participant’s Worksheet

Cards to be cut up

A	B	C
activating prior knowledge	to encourage learners to think about what they already know about subject content	On your own, write down the names of any Greek heroes you have heard about.
modelling content and language for learners to produce	to listen to accurate language in context	Listen to the way we describe the information represented on the first line graph before you describe the second graph.
explaining a new concept	to teach subject specific knowledge	Look at the two paintings and tell me the names of four images which look real. Now look at the way the clock is painted. Does it look real? No, it's 'surreal'.
encouraging learners to ask questions	to encourage deeper thinking and learner independence	Think of three questions you'd expect to be answered in this article on the rise of capitalism.
encouraging learners to make associations	to encourage higher order thinking skills	Look at the packaging and the different materials it can be made from. Which materials can be made using local resources?
encouraging learners to collaborate	to develop meaningful communication	In your new groups, decide who will search for the data on these websites then together, design a worksheet which can be used to explain your findings.



TKT: CLIL Part 2: Classroom Language – Sample Task

For questions 1 – 6, complete the sentences about classroom language by choosing the appropriate reason listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

1. Asking learners to explain their mathematical calculations helps them
 - A brainstorm words for the next maths topic.
 - B consolidate maths learning.
 - C develop practical maths skills.

2. Encouraging learners to give peer feedback about another group's reports on changes in the local environment helps them improve their
 - A summarising skills.
 - B instructing skills.
 - C evaluating skills.

3. Listening to example sentences such as, *Violins and cellos are string instruments*, and *Drums and xylophones are percussion instruments* allows learners
 - A to hear models before they produce language.
 - B to be creative with use of language.
 - C to predict what other instruments could be made of.

4. Doing a hot-seat activity about the life of a political leader helps learners
 - A develop learner autonomy.
 - B develop accuracy of pronunciation.
 - C develop questioning skills.

5. Asking lower order thinking questions about the water cycle helps learners
 - A develop reasoning skills about how to save water.
 - B improve their hypothesising skills so they can consider what would happen if rivers dried up.
 - C recall facts about the water cycle that have already been presented.

6. Asking higher order questions about life five hundred years ago helps learners
 - A identify cities built five hundred years ago on an historical map.
 - B evaluate how life was different five hundred years ago.
 - C list trades and trade routes used five hundred years ago.