英語教學
CLIL APPROACH

學習與教學中心
教師教學發展組
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Background

CLIL-HEd

- An intensive program designed exclusively for educator at tertiary levels who teach, or want to teach, curriculum using English as the medium of instruction and have a language background other than English.

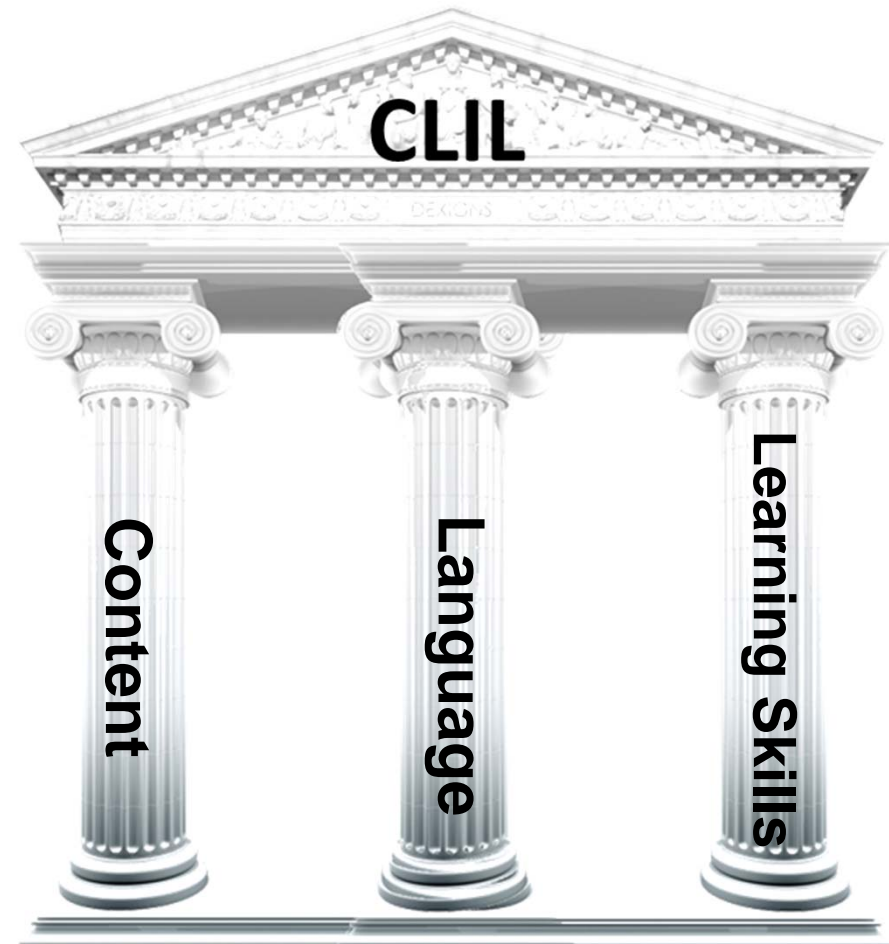- Provided by Institute of Continuing & TESCOL Education, The University of Queensland, Australia

Purpose of CLIL approach program

- To enhance teachers' ability to teach academic course content in English

What is CLIL?

- **C**ontent and **L**anguage **I**ntegrated **L**earning

- 3 Pillars:
  - Content(C)
  - Language(L)
  - Learning Skill(LS)

Pillar 1

Ideas for good task design

- Clearly worded instructions
- Clearly stated goals/objectives
- A step by step procedure
- Opportunities for collaborations with peers
- Opportunities for drafting and editing
- Guide to organizational structure of the text
- Indication of length and/ or time limit
- Indication of how the work will be evaluated
- Language supports

SMART task objectives

- **Specific**
  - What, who, where, which
- **Measurable**
  - How much? How many? How long? How will I know when it is accomplished?
- **Achievable**
  - How can the goal be accomplished? Can this be done in the proposed timeframe?
- **Relevant**
  - Does this seem worthwhile? Does this match our other efforts/needs?
- **Time specific**
  - When will this objective be accomplished? Is there a stated deadline?

Structuring a lecture to help students understand the important points(1/2)

- Capture the students' attention with a memorable introduction
    - Show them a striking image
    - Give them a short problem or intriguing puzzle
    - Ask questions that relate to their own experience to personalize the topic
- Give an overview of the main points you will discuss
- Use simple language in short, succinct sentences

Structuring a lecture to help students understand the important points(2/2)

- Use signpost language, such as:
  - I'll focus on three points, ….First,…Second,…
  - Now, let's turn to…
  - Before I move to the next point, let me repeat…
- Finish each 10-15 minute block by summarizing the main idea of that section
- Finish the lecture by summarizing the points and repeating key words
  - So, the main Take Home message from this lecture are…
  - Don't forget. The important points today are X, Y, and Z

Checklist for an effective lecture structure

- Attention-getting introduction
- Brief overview or main points to be covered
- Detailed explanation of no more than three or four major points
- Interactive exercises/questions for students
- Concluding summary of main point to reinforce key theme
- Time for questions

Pillar 2

4 types of vocabulary

- High and medium frequency words
  - Most often used vocabulary in general English
    - e.g. for, are
- Content-obligatory vocabulary
  - Subject specific vocabulary, or the technical names used in the subject
    - e.g. process-oriented, human resources
- Collations and phrases
  - Words are often used in specific combinations when we present curricula content and concepts
    - e.g. appears to be, implement….decisions
- Content-compatible vocabulary
  - General vocabulary used in the subject and sometimes used in every day situations
    - e.g. standardized, strategy

Strategies for dealing with vocabulary

- At the beginning of lecture, put key words from the lesson onto the board and ask students to guess the them of the lesson
- Put simple vocabulary exercises in lecture handouts
- Start each lesson with a quick 5 minute quiz to test previously learned vocabulary
- Put glossaries or footnotes into lecture handouts
- If students have lower level of English:
  - bold academic words in students' reading
  - Create gap fill texts and give them for homework
- Select textbooks carefully

Grammar

- Simple present
  - For a general truth/ stating facts
- Simple past
  - For an actions or state that occurred at a time in the past
- Simple future
  - For a future state
- Present perfect
  - For a past action which is relevant to or still exist in the present
- Present continuous
  - For an action that is still in progress
- Gerund(V-ing)
  - For a verb using like a noun
- Modal verb (can, should)
  - For a possibility
- Passive voice
  - For a more formal way of saying something when the agent of the action is not important
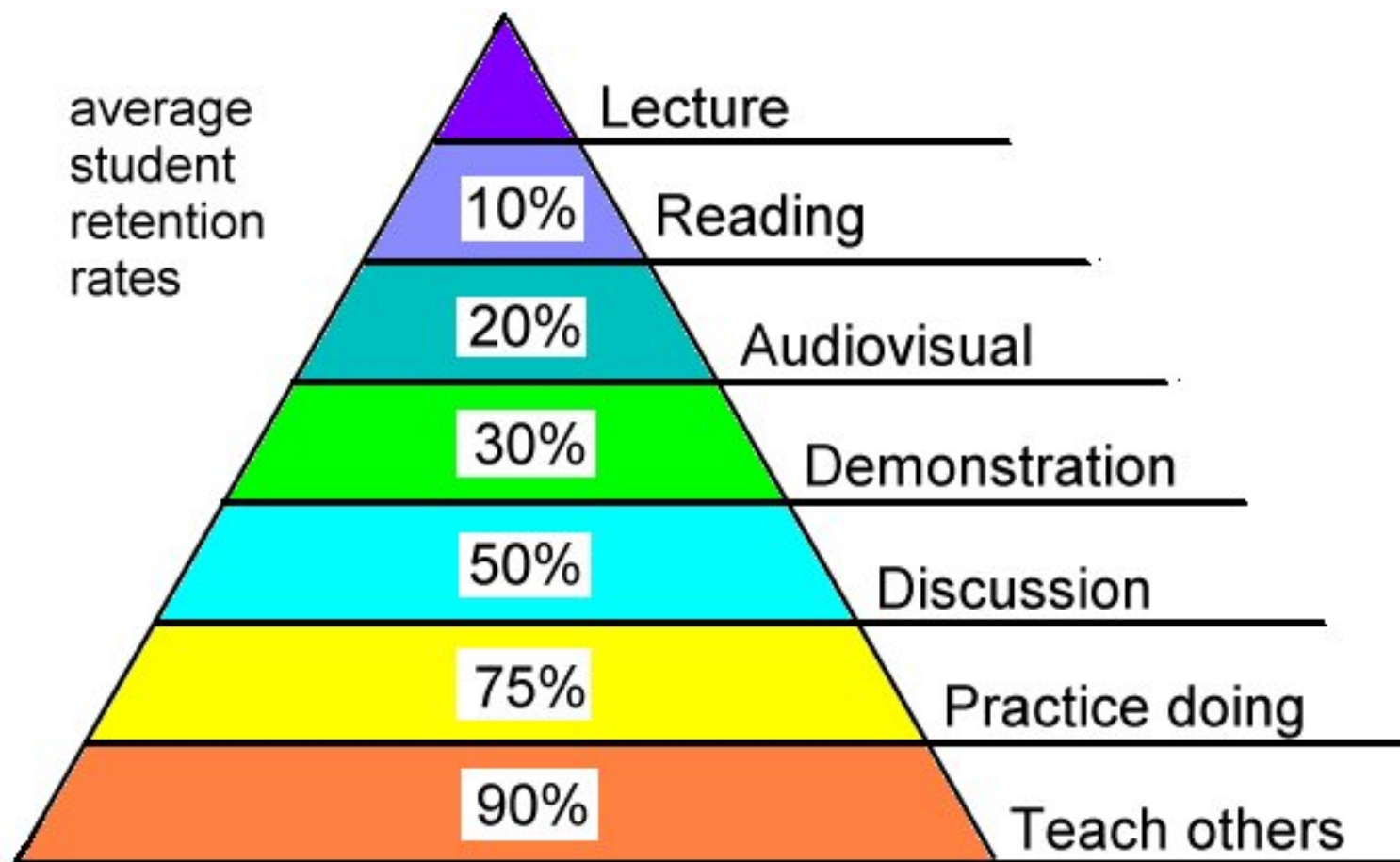
Tips for Language Support

- Use simple words and phrases

- Use short sentences

- Repeat key points

- Give concrete examples in phrases

- Giving the learners the handout last is the best way to get them to listen to instructions

Pillar 3

Learning Pyramid

average student retention rates

Lecture

10% Reading

20% Audiovisual

30% Demonstration

50% Discussion

75% Practice doing

90% Teach others

Source: National Training Laboratories, Bethel, Maine

Learning Styles

Learning strategies for visual leaners

- Scanning pictures, headings and charts
- Posting sticky notes with key information
- Creating visual analogies
- Relating key concepts to visual images
- Using color to highlight main ideas

VISUAL

"I see what you mean."

Learning strategies for auditory leaners

- Having someone read to you
- Orally summarizing and discussing information
- Verbalizing answers first in one's head before writing
- Making audio recordings
- Asking peers fro feedback
- Peer co-operative work

AUDITORY
"I hear what you're saying."

Learning strategies for kinesthetic leaners

- Physically highlighting key language or information
- Recording information on cards
- Carrying out an experiment or developing a plan based on step-by-step instructions
- Modelling scientific concepts or processes
- Engaging in a activity based role-plays
- Doing exercises when learning

KINESTHETIC

"It feels to me like…"

Cognitive (thinking) skill

- identifying
- Classifying
- Comparing and contrasting
- Hypothesizing
- Reasoning
- Predicting
- Creative thinking
- Critical thinking

Making CLIL work

Criteria for analyzing / assessing materials(1/3)
- **Content**

- Is the topic interesting?
- Is the information presented in a reader-friendly manner? (e.g. page layout, type face)
- Are there any visual aids in the text?(e.g. graphs, charts, pictures)
- Is the material sufficiently content-rich?
- Is the text too long or too short?
- Are the tasks cognitively challenging enough to capture learners' interest?

Criteria for analyzing / assessing materials(2/3)
- **Language**

- Is the language simple enough?
- Are the sentence structures too complex?
- Is the vocabulary too difficult?

Criteria for analyzing / assessing materials(3/3)
- Learning Skills

- Do learners have the required learning skills to successfully use the material and complete the given tasks?
- (e.g. : Can they guess meaning from context?)

Ways of making a text more user-friendly(1/3) - **Content**

- Only give learners the piece they need

- Improve the appearance or layout

- Shorten the text by removing any redundancies

- Shorten the text by removing any unnecessary information

Ways of making a text more user-friendly(2/3)
- **Language**

- Simplify the grammar
- Simplify the vocabulary
- Insert synonyms in brackets
- Highlight key words, term, ideas or fact
- Provide glossary of terms
- Avoid passive voice
- Avoid using idiomatic expressions and phrasal verbs

Ways of making a text more user-friendly(3/3) - **Learning skills**

- Introduce your learners to skills which they may need as they work with a difficult text

- e.g.
  - Identifying key ideas
  - Summarizing
  - Guessing meaning of context

Strategies to make CLIL work (1/4)

- Clearly telling learners what the objective of a lecture are
- Explicitly clarifying important vocabulary before a lecture (and writing it on the board or including it in Power-point)
- Clearly signaling different sections of a lecture as it progresses
- Using or creating visuals such as mind maps of content for learners to see
- Writing headings or key ideas on board or including them in powerpoint as a lecture progresses

Strategies to make CLIL work(2/4)

- Using lecture notes with key words/main points highlighted in bold
- Asking learners to complete sentence stems from a lecture
- Asking learners to write appropriate headings for sections of notes from a lecture
- Asking learners to order words, sentences or ideas from a lecture
- Asking learners to identify errors in notes from a lecture
- Speaking clearly, but naturally

Strategies to make CLIL work(3/4)

- Asking learners to identify ideas they hear in a lecture
- Asking learners to identify which statements about a lecture are true of false
- Using simple language
- Asking learners to fill in the gaps of a paragraph from a lecture
- Asking learners to match pieces of information from a lecture (e.g. cause and effect relationships)
- Asking learners to summarize the main ideas from a lecture

Strategies to make CLIL work(4/4)

- Asking learners to paraphrase ideas from a lecture
- Asking learners to answer questions about a lecture
- Asking learners to answer multiple choice questions about a lecture
- Asking learners to label a diagram of an object or process related to a lecture
- Asking learners to discuss the ideas presented in a lecture.

Tips for teachers

- Short sentences
- Simple language
- Use gestures
- Speak loudly enough
- ICQ(Instruction, Checking, Questions)
- Demonstrating a task
- Give handout last

Reference

- Handouts from the CLIL workshop
  by Institute of Continuing & TESCOL Education,
  The University of Queensland, Australia