

# The Different Languages of CLIL: Language use in the CLIL classroom

Sarah Hillyard

## Post-webinar activity

### 1. Action research task: The effect of anchor charts on language use in CLIL classrooms.

How does the use of anchor charts support students' use of subject-specific or academic language in a CLIL classroom?

#### Plan or choose a CLIL lesson.

Write a CLIL lesson plan or choose a CLIL lesson from your coursebook.

You can use the template available here:

[https://www.britishcouncil.fr/sites/default/files/british\\_council\\_clil\\_lesson\\_plan\\_template\\_0.docx](https://www.britishcouncil.fr/sites/default/files/british_council_clil_lesson_plan_template_0.docx)

Complete:

*The content outcome of this lesson is:*

**Choose the language of CLIL you want to focus your research on.**

Decide whether you want to focus your research on subject-specific language or academic language.

**Identify the key language.**

Identify the subject-specific language or the academic language you want your students to use during the lesson. Make a list in the box below:

**Teach the lesson and make an anchor chart.**

- Teach your lesson focusing on the key language you want your students to use.
- Introduce the concept of an anchor chart as you learned to do in the webinar.
- Create an anchor chart with your students, visually representing key subject-specific vocabulary or academic language with definitions, examples, sentence starters, structures, illustrations. (NOTE: If you already make anchor charts, try making a different type, e.g. pasting pictures rather than writing words, using post-it notes to build upon, or focusing on a different type of CLIL language).
- Display it in the classroom.
- Give students a task to complete, encouraging them to use the anchor chart as reference.

### Remember!

- *Anchor charts are visual tools that support both content and language learning. They are typically created with input from students and are displayed in the classroom for everyone to see and be able to use as a reference to complete tasks.*
- *An anchor chart should serve as a scaffold that aids in retention of both the content and language objectives over time when it is removed.*
- *Make sure that the key language you have planned to focus on is on the chart.*
- *Refer to the language when using the new concepts.*
- *Model how to use the anchor chart for more independent use of the language.*
- *Encourage students to use the chart for reference during discussions, group work, or independent tasks.*
- *Examples: Subject-specific language for a science lesson on ecosystems include terms like "habitat," "biodiversity," and "food chain" / For academic language, provide sentence starters like "The purpose of this is...", "Compared to...", "As a result of...", "First... second... then/next... finally...", etc.*

### **Reflect after the lesson.**

#### Take notes:

- *How did students' language use change when the anchor charts were introduced? (If you already use anchor charts, how did this different type of chart support your students' language use?)*
- *Were students using the language independently?*
- *What specific language improved with visual support?*
- *Did students rely on the anchor charts independently or did they need your prompt?*

## Follow-Up

- After a few lessons, remove the anchor chart and observe whether students have been able to retain the language without the visual support.
- Consider how you can refine your use of anchor charts in future lessons (e.g. Displaying the anchor chart for longer? Allowing students to create their own independently and then bringing them all together? Updating the anchor chart throughout a unit? Using more illustrations? More definitions? More examples?)

Answer the following questions:

- *Were students able to retain the language when you removed the anchor chart?*
- *How can you refine your use of anchor charts in future lessons?*

## 2. Optional further reading

You may wish to read one of these suggested articles:

- *CLIL*, Teaching English, British Council: <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/c/clil> + the further links on the webpage.
- *What are BICS and CALP?*, Colorin Colorado: <https://www.colorincolorado.org/faq/what-are-bics-and-calp>
- *CLIL for ELT*, One Stop English, Macmillan Education: <https://www.onestopenglish.com/clil/article-clil-for-elt/550056.article>

### Post-reading reflection:

- I. How does the article connect to your current teaching practice?
- II. What new insights did you gain about language use in CLIL?
- III. Is there a strategy mentioned in the reading that you could implement in your classroom? How would you adapt it to your context?

*The Different Languages of CLIL by Sarah Hilyard*

© British Council France