

CLIL.

Classroom language. Scaffolding.

Why do we use English in the classroom?

- **Activating prior knowledge**
- **Presenting new ideas**
- **Encouraging learners to collaborate**
- **Developing learners' understanding**
- **Identifying difficulties with subject content**
- **Developing thinking skills**
- **Encouraging creative talk**
- **Monitoring learning**
- **Responding to learning needs**

What do a rhombus and a square have in common?

What would happen to a food chain if plants died?

HOTS

LOTS

- **What is the circumference of this wheel?** **LOTS**
- **Is there a rainforest in your country? Why? Why not?** **LOTS →
HOTS**
- **What could happen if there was no oxygen?** **HOTS**
- **Why did you copy his answers?** **MANAGEMENT**
- **How do we know which software to use?** **HOTS**
- **The answer is 24, isn't it?** **LOTS**

Meaningful classroom talk

SCAFFOLDING

**“What the child is able to do in collaboration today,
he will be able to do independently tomorrow”**

(Vygotsky, 1987: 211)

**Create
interest**

**Break the
task down**

**Maintain
focus**

**Introduce
other ways of
doing the task**

- **Creating interest**
- **Breaking down tasks into small steps**
- **Providing before, during and after task support**
- **Using visuals and realia**
- **Demonstrating tasks**
- **Using word banks, glossaries, sentence substitution tables, writing frames**
- **Using model texts for production of language**
- **Providing constructive feedback**