

CLIL Skill : Encourage Speaking

Seeing learners put energy into a role-play or PowerPoint presentation can be extremely rewarding for the CLIL teacher. At these moments, the learners enthusiastically show their understanding and learning. We define output as the production of language and content in the target language.

Output can be spoken or written, linguistic or non-linguistic, and formal or informal. Examples of linguistic output are a presentation, answers to spoken or written questions or a class discussion about what learners did at the weekend: these all involve producing language. The production of spoken output is vital in CLIL for learners to process and deepen their understanding of content and improve their ability to use language effectively.

When working on speaking, a CLIL teacher:

- provides learners with plenty of speaking opportunities, ensuring that learners always use English
 1. an example for [History](#)
- sets up pair and group work where learners communicate in English
 1. an example for [Geography](#)
 2. an example for [History](#)
 3. an example for [PE](#)
 4. an example for [Biology](#)
 5. an example for [Mathematics](#)
- scaffolds output e.g. by providing learners with speaking frames
 1. an example for [Geography](#)
 2. an example for [PE](#)
 3. an example for [Mathematics](#)
- stimulates and challenges learners to produce more complex output (CALP)
 1. an example for [Physics](#)
- provides opportunities for learners to judge whether or not they are being understood
 1. an example for [PE](#)
 2. an example for [Mathematics](#)

<https://www.leraar24.nl/video/3088>

One useful way of guiding CLIL learners to process input is to provide *scaffolding tools*, which learners use to process the material they are working on. These tools provide direction and purpose and focus learners on the material to be learned. Graphic organisers, also known as cognitive organisers, are examples of scaffolding tools. They are visual representations and organisational tools and they help learners to organise or re-organise input by noting down information.

They help learners to understand and process information in texts as well as to become aware of text organisation. Depending on their purpose, graphic

organisers can be used before, during or after listening, reading, viewing, writing or discussing. There are many kinds of organisers, for example for generating ideas, for working with cause and effect, and for comparison and contrast.

Another useful way of providing scaffolding is through effective questions. Much classroom time is spent on formulating and answering questions. Teachers question, for instance, in order to interest, engage and challenge learners, to check for understanding and prior knowledge, to remind them of previous learning, to focus and to analyse. Good questioning challenges the learners' thinking, improves their learning, and encourages them to formulate longer responses in English. It also helps the teacher to assess how much the learners understand.

Video

In this clip, the teacher uses a graphic organizer to help learners produce more spoken output. This clip was filmed at the Isendoorn College in Warnsveld. The learners are third year pupils (average age 14-15), the subject is History and the teacher is Yvonne Boelman.

<https://www.leraar24.nl/video/3056>

Set up pair and group work

In CLIL it is important for teachers to create opportunities for learners to practise content language and to show their understanding of content. Learners also need to try out different ways of thinking and to exchange and contribute different or personal ideas to a discussion. When discussing their ideas, learners may agree or disagree with each other.

If they simply say yes or no without explaining why, limited language learning and content learning takes place. If they simply add ideas without extending them, learners do not deepen their understanding; however, if learners make their reasoning more explicit, they learn more. So teachers need to set tasks which encourage learners to explain their reasoning and teach them the language they need to do this.

Video

In this clip, the teacher creates opportunities for learners to use content language and to think out loud or to think together. It is through discussing new ideas with others that learners can move towards new ways of thinking and content understanding. This clip was filmed at the Herman Wesselink College in Amstelveen. The learners are second year pupils (average age 13-14), The subject is Geography and the teacher is Menno Ruppert.