

Shared Reading

Shared comprehension “Surrealism”

Shared reading is an interactive reading experience that occurs when students join in or share the reading of a text.

How to use Shared comprehension?

1. The teacher assigns each student a piece of text
2. The teacher provides students with a leaflet containing questions about the subject being discussed and asks each one to mark the questions each person should be able to answer
3. The teacher asks each one to read their own text; each students should be able to answer four questions
4. The teacher asks the students to underline the adjectives and the adverbs present in their own text and to find the principal information about Surrealism

Ex:

<i>Adjective + noun</i>	<i>Verb + adverb</i>
1. Important Dada tendencies	Worked against
2. petty bourgeois culture	Leave space for
3. organised moviment	Moved to
4. Second world war	
5. Surprising imagery – deep symbolism – refined painted techniques	

Glossing of technical terms in texts – *Glaciation vocabulary*

1. In groups of three students the teacher asks students to take three sentences each.
2. The students take it in turn to explain their word to each other using colours or objects or drawings. They then dictate the sentences and the others write them down.
3. The students have to write their new terms on separate pieces of paper and the definitions on other pieces of paper; after they have to share them in their group and match them up together.

COMMUNICATION SKILLS ACROSS THE CURRICULUM

What is the role of communication skills in CLIL?

Learners need to develop communication skills for curricular subjects, they need to express and interpret facts, data, thoughts and feelings, both in writing as well as orally.

To develop communicative competence learners in CLIL need communicative functions from different subjects and examples of these functions to help them communicate their knowledge of the subject content.

Some examples of communicative functions used when teaching curricular subjects

Giving examples

Freshwater ecosystems	rivers and lakes
Marine ecosystems <i>such as</i>	the sea
Some human activities	agriculture

Expressing conditions

If there are lots of vibrations, the frequency is high

Describing a process

First, food is chewed in the mouth...

Then this food moves down the...

Next it mixes with gastric juices...

Finally, it leaves the stomach and..

Defining

Nutrients are substances our body need to survive
which

Diet is the food someone normally eats

- Describing trends in the present (is, are)
- Talking about purpose (to)
- Expressing agreement or disagreement
- Clarifying what has been said
- Describing cause and effects
- Explaining an opinion
- Expressing ideas and opinions
- Giving instructions
- Interpreting data
- Presenting solutions
- Suggesting

* In some CLIL contexts, use of L1 is not only for translation but it is part of sense making: use of L1 and the target language by both teachers and learners for specific purposes is described as integrated language or **code switching**. Sometimes we help learners to understand the curriculum content by using bilingual techniques.

We need to plan the opportunities for learners to develop their communication skills in different subjects so it is important to increase Student talking time (STT) and to reduce Teacher talking time (TTT).

We can develop meaningful communication in the CLIL classroom by using **open questions** (those with a range of possible answers) rather than closed questions (those with a right or wrong answer) and by encouraging learners to:

- Cooperate during task discussions
- Revisit content language and communicate it by discussing answers to questions in pairs
- Share ideas with a partner before writing and after writing
- Report back on research found on the Internet
- Prepare posters or Power point presentations
- Take part in role play or debates
- Do end of lesson feedback