

# THE GENRE-BASED TEACHING APPROACH in CLIL

## Why use a genre-based approach in CLIL?

- It helps teachers identify the language that learners need for their specific subjects
- It helps teachers to support learners when they produce content language: learners look at the whole text, then at patterns of language, at sentence and word level
- It helps learners understand the language features they need to use for each subject
- It helps learners take a critical approach to learning through analysis of their writing

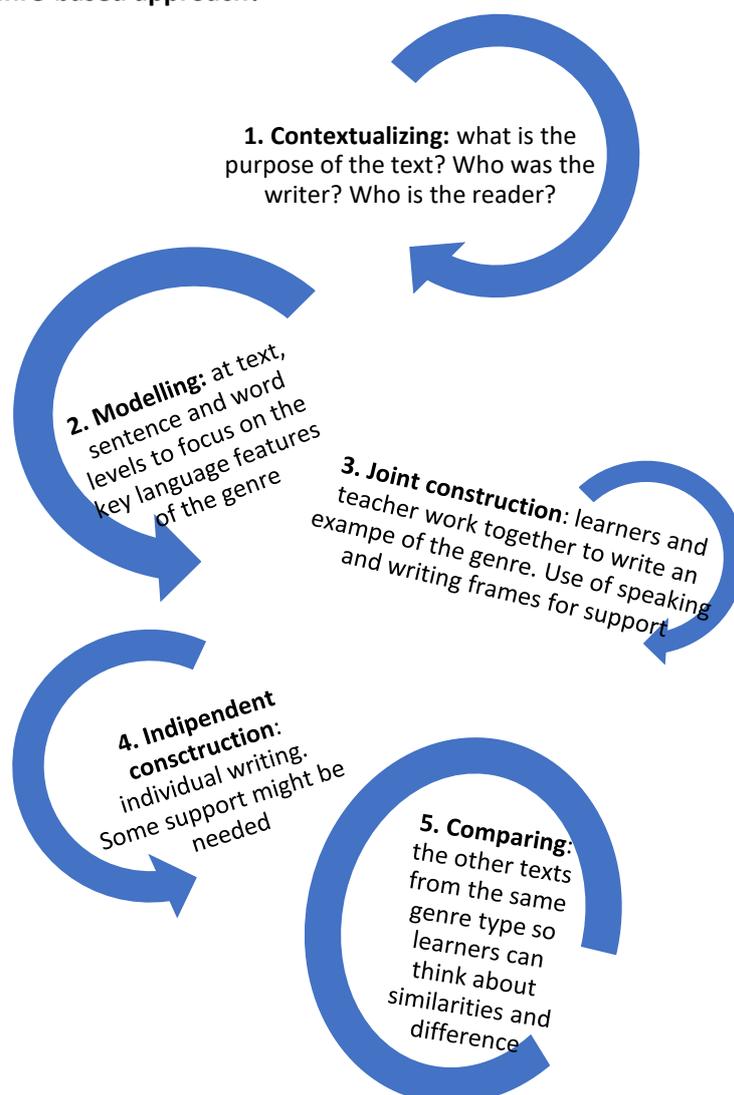
In most subjects learners meet many different text types or genres in CLIL: for this reason teacher need to identify the type of texts learners meet in their subjects and help them understand the purpose of the text and who it is for. Teacher also need to help them identify language features in those texts.

Language features are described at **sentence level** and **word level**.

Example:

| Genres   | Main features   | Language features: sentence level   | Language features: word level   |
|--|---|---|---|
| Discussion<br>Ex: <b>giving opinions for and against using nuclear energy</b>                                  | To present an argument: introduction of the argument, arguments for and against with examples, summary points and reasoned conclusion | Passive forms<br>Giving examples<br>Complex sentences<br>conditionals                                     | Formal vocabulary<br>Impersonal pronouns ( <i>it, they</i> )<br>Connectives and contrast ( <i>however, but</i> )            |
| Explanation<br>Ex: <b>explaining why there is a relationship between the perimeter and the area of a shape</b> | To give reasons for how something works: factual information, opening and concluding statements, definitions                          | Present tenses<br>Passive forms<br>Sequencing or time connectives<br>Complex sentences (cause and effect) | Technical, specialist vocabulary<br>impersonal pronouns, cause -effect connectives ( <i>because of, as a result</i> )       |
| Persuasion<br>Ex. <b>An advertisement to show people how to take more exercise</b>                             | To convince someone of your point of view, argumentation, summary with repetition   | Opening statements to get reader's attention<br>Present tenses suggesting: <i>should, must</i>            | Adjectives, comparative and superlative forms<br>personal pronouns ( <i>you</i> )<br>strong adjectives for emotional effect |
| Recount<br>Ex: <b>a retelling of how a science experiment was set up</b>                                       | To recount past events, often in order of when they happened  | Opening (wher/when/what)<br>Past tenses<br>Examples<br>Closing statement                                  | Time connetives<br>Wide range of past verbs   |

## How can teachers use a genre-based approach?



*“Learners become better at reading and writing if they know what type of text you have given them and if you tell them what its purpose is”.*