

CLIL PRESENTATION STRATEGIES – COSTA 24 10 2013

INPUT

FROM THE TEACHER DISCOURSE

- Oral explicative discourse on content
- Giving instructions on the various activities
- Evaluative comments on the outcomes of the activities performed by the students
- Greetings

FROM MATERIALS

- Textbooks for native speakers
- Authentic materials

INPUT PRESENTATION STRATEGIES

- Discourse markers
- Repetitions
- Examples
- Synopsis
- Definitions
- Explanations
- Synonyms
- Paraphrasis
- Reformulations
- Questions
- Slowing down the pace of speaking
- Intonation
- Articulating words

In CLIL referential, divergent and higher order questions should be used

INTAKE

- Input which changes the interlanguage of the student
- Explicit techniques to attract student attention and help input processing
- Learning cataliser

MARKERS

Connections that make a text cohesive and coherent

They offer contextual coordinates that allow the correct interpretation of texts and determine its coherence

APPENDIX A

Micro-Markers

Segmentation	Temporal	Causal	Contrast	Emphasis
<i>Well</i>	<i>At that time</i>	<i>So</i>	<i>Both</i>	<i>Of course</i>
<i>OK</i>	<i>And</i>	<i>Then</i>	<i>But</i>	<i>You can see</i>
<i>Now</i>	<i>After this</i>	<i>Because</i>	<i>Only</i>	<i>You see</i>
<i>And</i>	<i>For the moment</i>		<i>On the other hand</i>	<i>Actually</i>
<i>Right</i>	<i>Eventually</i>			<i>Obviously</i>
<i>All right</i>				<i>Unbelievably</i>
				<i>As you know</i>
				<i>In fact</i>
				<i>Naturally</i>

Macro-Markers

<i>What I'm going to talk about today is something you probably know something about already—</i>	<i>Another interesting development was</i>
<i>What [had] happened [then/after that] was [that]</i>	<i>You probably know that</i>
<i>We'll see that</i>	<i>The surprising thing is</i>
<i>That/this is why</i>	<i>As you may have heard</i>
<i>To begin with</i>	<i>Now where are we</i>
<i>The problem [here] was that</i>	<i>This is how it came about</i>
<i>This/that was how</i>	<i>You can imagine what happened next</i>
<i>The next thing was</i>	<i>In this way</i>
<i>This meant that</i>	<i>It's really very interesting that</i>
<i>One of the problems was</i>	<i>This is not the end of the story</i>
<i>Here was a big problem</i>	<i>Our story doesn't finish there</i>
<i>What we've come to by now was that</i>	<i>And that's all we'll talk about today</i>

STRATEGIES

- Focus on form / **attention to form**
- **Humour**
- Use of **metaphors**
- Alternance between **L1-L2**

CORRECTIVE FEEDBACK

- Clarification checks
- Explicit correction
- Implicit correction
- Direct elicitation of the correct form
- Repetition

ERROR MANAGEMENT

- Do not consider it only when it is significant
- Let the student complete his or her thought before intervening
- Take notes and then correct
- Suggest first implicitly maybe repeating the mistake
- Signal the mistake without correcting it and asking for a reformulation
- Explicitly correct