



## TKT: CLIL Part 2: Methods to help learners develop learning strategies – trainer’s notes

### Description

This activity describes and identifies learning strategies used in CLIL. Participants classify learning needs, characteristics and strategies then match examples of learning strategies with when they are used. They then do a sample task from TKT: CLIL Part 2.

**Time required:** 50 minutes

**Materials required:**

- *Participant’s Worksheet 1 (cut up into sets of cards, one for each group of participants)*
- *Participant’s Worksheet 2 (one for each pair of participants)*
- *Sample Task (one for each participant)*

**Aims:**

- *to know about learning strategies in CLIL contexts*
- *to be able to describe and identify learning strategies*

### Procedure

1. Before the session, copy **Participants’ Worksheet 1** so there is one for each small group of participants and cut out the cards into sets. Copy **Participant’s Worksheet 2** so there is one for each pair of participants. Copy the **Sample Task** for each participant.
2. Write on the board:
 

<i>learner needs</i>	<i>learning characteristics</i>	<i>learning strategies</i>
----------------------	---------------------------------	----------------------------

Explain that in TKT candidates are tested on learner needs and learning characteristics. In TKT: CLIL, candidates are tested on learning strategies. Write one example under each heading:

<i>learner needs</i>	<i>learning characteristics</i>	<i>learning strategies</i>
professional needs	visual	developing predicting skills
3. Put participants into groups and hand out the cut up cards from **Participant’s Worksheet 1** to each group. They read the cards and classify them into the three columns. Participants compare answers with another group and then check with whole class. (**see Key below**)
4. Discuss with participants how it can be useful to think of methods to help learners develop learning strategies which they need before, during and after tasks.
  - If learners know a range of strategies, then they can choose, use and reflect on what they did.
  - They can build on the strategies which work for them.



5. Regroup participants into pairs and hand out **Participant's Worksheet 2** to each pair. Explain they need to complete the table with examples of learning strategies used before, during and after learning new content and language. Once completed, they compare ideas with another pair, then check answers with whole class (**see Key below**). Explain that some learning strategies can be done at two different stages e.g. before and during - identifying key subject-specific vocabulary and some can be done during and after an activity e.g. experimenting with new content and language.
6. In their groups of four, participants discuss which types of learning strategies their learners use and which they should help learners develop. They should give examples from their subject area. Feed back some of their ideas/comments with the whole group.
7. Give out **the Sample Task**. Ask participants to complete the sample task on their own then compare their answers with a partner. Check answers with the whole group (**see Key below**).
8. Plenary to summarise points covered. Ask participants:
  - **What is the TKT: CLIL Module syllabus area for this lesson?** (*Methods to help learners develop learning strategies*)
  - **How can candidates prepare for this area of the syllabus?** (*Candidates can record examples of when they encouraged different learning strategies: what were they, who with, and if they were successful. They can also see a list of examples of methods in the TKT: CLIL Handbook, which is on the Cambridge ESOL website*).

#### Additional information

- See **TKT: CLIL Handbook** for a further example of a test from Part 2: Methods to help learners develop learning strategies.
- The **TKT: CLIL Handbook** and the **TKT: CLIL Glossary** are available to download at <http://www.cambridgeenglish.org/exams-and-qualifications/tkt/how-to-prepare/>
- See also link to further TKT: CLIL materials at <http://www.cambridgeenglish.org/exams-and-qualifications/tkt/how-to-prepare/>



## TKT: CLIL Part 2: Methods to help learners develop learning strategies – answer keys

### Key to Participant's Worksheet 1

<i>Learner needs</i>	<i>Learning styles</i>	<i>Learning strategies</i>
personal needs	visual	developing predicting skills
professional needs	auditory	drafting work
learning needs	kinaesthetic	risk taking- experimenting with content and language
learning goals and expectations for the course	group	identifying key subject-specific language
learner autonomy	individual	setting learning goals
availability of time	reflective	using visual or auditory prompts to aid memory
language requirements for employment or education	impulsive	study skills: note taking, planning, doing, reviewing, summarising
		analysing tasks and their purpose
		working out timing and stages
		using some L1 (code-switching) for specific purposes e.g. concept checking, looking up a bilingual dictionary



**Key to Participant's Worksheet 2**

<p><b>BEFORE</b> preparing and planning for learning</p>	<p>3. selecting and setting learning goals 7. analysing the task and its purpose 9. deciding on criteria to measure how well a task can be done 14. working out timing of stages</p>
<p><b>DURING</b> monitoring learning and integrating strategies for content and language learning</p>	<p>1. identifying key subject-specific vocabulary 4. predicting meaning of vocabulary 6. using some L1 for specific purposes 8. note taking 10. experimenting with new content and language 11. checking meaning with a peer 13. on-going organisation of ideas 15. paraphrasing</p>
<p><b>AFTER</b> evaluating learning</p>	<p>2. reviewing work alone or in small groups 5. editing work 12. comparing work with previous work and deciding how it has improved 16. summarising work done</p>

**Key to Sample Task**

1 A    2 B    3 B    4 C    5 C    6 A



## TKT: CLIL Part 2: Methods to help learners develop learning strategies – Participant's Worksheet 1

Cards to be cut up

auditory	kinaesthetic	learner autonomy	learning styles
availability of time	learning goals and expectations for the course	developing predicting skills	drafting work
risk taking- experimenting with content and language	identifying key subject-specific language	setting learning goals	using visual or auditory prompts to aid memory
study skills: note taking, planning, doing, reviewing, summarising	analysing tasks and their purpose	working out timing and stages	using some L1 (code-switching) for specific purposes e.g. concept checking, using a bilingual glossary
group	individual	reflective	impulsive
past language learning experiences	learning needs	learning goals and expectations for the course	language requirements for employment or education



## TKT: CLIL Part 2: Methods to help learners develop learning strategies – Participant’s Worksheet 2

Complete each section of the table with appropriate learning strategies from the box below.

<b>BEFORE</b>  preparing and planning for learning	
<b>DURING</b>  monitoring learning and integrating strategies for content and language learning	
<b>AFTER</b>  evaluating learning	

### Examples of learning strategies

1 identifying key subject-specific vocabulary	9 deciding on criteria to measure how well a task can be done
2 reviewing work alone or in small groups	10 experimenting with new content and language
3 selecting and setting learning goals	11 checking meaning with a peer
4 predicting meanings of vocabulary	12 comparing work with previous work and deciding how it has improved
5 editing work	13 on-going organisation of ideas
6 using some L1 for specific purposes	14 working out timing of stages
7 analysing the task and its purpose	15 paraphrasing
8 note taking	16 summarising work done



## TKT: CLIL Part 2: Methods to help learners develop learning strategies – Sample Task

Look at the learners' comments and the three methods to help learners develop learning strategies listed **A**, **B** and **C**. Two of the learning strategies will help the learner. One learning strategy will **NOT**.

Mark the option (**A**, **B** or **C**) which will **NOT** help the learner on your answer sheet.

1. I've tried to draw floor plans using the scale we were given but I'm not sure if they are accurate.
  - A Tell learners to compare their work with previous work done.
  - B Tell learners to exchange work with a response partner and compare plans.
  - C Tell learners to ask someone in their group who has done the task for feedback.
  
2. It was a really difficult text to understand because there were so many reasons given for air pollution and so many things that happened because of it.
  - A Add a visual organiser to show cause-effect.
  - B Write another text with all the reasons in one paragraph and all the effects in another.
  - C Draw a T-chart using bullet points to show reasons for and effects of the pollution.
  
3. We just couldn't remember the scientific name for the digestive system even though we studied it last month.
  - A Suggest learners look it up in a bilingual science dictionary.
  - B Suggest learners look it up in a monolingual science glossary.
  - C Suggest learners look it up in a word list of science topics in the course book.
  
4. I'm not sure how to present the main facts about the areas of land invaded by the Romans over two thousand years ago.
  - A Draw a timeline with short notes about the expansion of the Roman Empire.
  - B Draw two maps showing the changes in territories before and after the Roman invasions.
  - C Draw a picture of the Roman Empire showing land before the Romans invaded.
  
5. We need to learn the key subject-specific geography words to help us write accurate notes about the Earth's plates.
  - A Suggest learners write word banks for each part of the topic studied.
  - B Suggest learners write a glossary of main terms from the unit.
  - C Suggest learners predict or guess meanings of content vocabulary.



6. Our group can't decide what to include in the PowerPoint presentation as we have found so much information from business websites.
- A Tell learners to work out the timing, the stages and who will introduce the topics.
  - B Tell learners to analyse the data, sort it into topics and rank it according to how important it is.
  - C Tell learners to draw a table, add topic headings and notes in it and then decide which are most useful.