



## TKT: CLIL Part 2: Support strategies – teacher’s notes

### Description

The aim of the activities is to describe and identify a range of support strategies which may be used in some CLIL contexts before or during assessment. Participants discuss possible support strategies then match examples of assessment with appropriate strategies. They then match support strategies with the reasons for their use and do a sample task from TKT: CLIL Part 2.

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**Time required:** 50 minutes

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**Materials required:**

- *Participant’s Worksheet 1 (one for each group of participants)*
- *Participant’s Worksheet 2 (one for each pair of participants)*
- *Sample Task (one for each participant)*
- *Dice (one for each pair)*

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**Aims:**

- *to know about the focus of assessment in CLIL contexts*
- *to be able to identify the focus of assessment in different examples of curricular activities*

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### Procedure

1. Draw a mind map on the board with *support strategies for assessment* in the centre. Brainstorm with participants ideas about how they could support learners in CLIL assessment. (e.g. *allowing some additional time, adapting tasks, allowing some use of L1, simplifying instructions, paraphrasing, providing additional examples as models*)
2. Elicit which support strategies can be used in classroom assessment and which in formal, external assessment. (*Sometimes only extra time and/ or use of glossaries is allowed in external assessment.*)
3. Hand out copies of **Participant’s Worksheet 1** and a **dice** to each group of three participants. One group member is responsible for recording answers. Explain they two of the group members throw the dice once each, add the two numbers, look at the corresponding support strategy and decide whether it can be done before or during assessment. Check with another group when finished. Check answers with whole group (**see Key below**).
4. Hand out copies of **Participant’s Worksheet 2** to pairs of participants. In pairs, participants match the reasons for the using the support strategy with examples of the strategy. Check answers together (**see Key below**).
5. Reorganise participants into new groups of 3 or 4. Together, they discuss support strategies which are possible in their CLIL contexts. Which ones are not possible? (For example in some programmes, use of L1 is not encouraged.) Feed back some examples with the whole group and discuss and issues arising.



6. 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**).
7. Plenary to summarise points covered. Ask participants:
  - **What is the TKT: CLIL Module syllabus area for this lesson?** (*support strategies for assessment*)
  - **Which support strategy will participants include in their CLIL contexts?** (*Participants tell of any support strategies they learned about which they will include in their CLIL assessments. Will they use the strategies for all learners or only a some?*)
  - **How can candidates prepare for this area of the syllabus?** (*Candidates can note particular learners who need additional support and note effective support strategies for the majority. They can also look at examples of the support strategies 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: Support strategies.
- The terms used in TKT: CLIL can be found in the TKT: CLIL glossary:  
<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: Support strategies – answer keys

### Key to Participant's Worksheet 1

*comment*

2	during	
3	before	
4	during	
5	before	
6	during	
7	during	
8	before	
9	before	
10	during	This is more likely in assessment of young learners
11	before	
12	during	Reading instructions aloud helps learners with weak reading skills.

### Key to Participant's Worksheet 2

1	C	
2	F	
3	E	In Britain, 25% additional time is often allowed during assessment of non-native speakers of English in their first two years of learning English.
4	A	
5	B	
6	D	

### Key to Sample Task

1	A	2	B	3	B	4	C	5	B (during listening assessment, it would be unlikely that pairs talk to each other)
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## TKT: CLIL Part 2: Support strategies – Participant’s Worksheet 1

Take turns to throw the dice twice. Add the two numbers on the dice then look at the corresponding number on the board.

Decide together if the support strategy is one that could be done before or during assessment.

	<b>Support strategy</b>	<b>Before or during?</b>
2	paraphrase some words in the instructions orally	
3	substitute questions which require a lot of writing with a multiple choice task	
4	allow learners to use a glossary or bilingual dictionary	
5	add visuals	
6	allow extra time	
7	explain instructions using some L1	
8	insert a visual diagram to show the text structure	
9	substitute complex sentences in the instructions with simple ones	
10	draw pictures of some words on the board	
11	delete any unnecessary details	
12	read instructions slowly, aloud twice	



## TKT: CLIL Part 2: Support strategies – Participant’s Worksheet 2

Match the 6 reasons for using the support strategy with the examples of strategies (A–F).

1	The instructions are too complicated.	
2	The explanations are too long.	
3	There is not enough time to finish the test.	
4	The language to be produced requires too much technical vocabulary.	
5	The language to be produced requires too much written explanation.	
6	In a listening and speaking test, the language to be produced is quite complex.	

- A write word banks on the board
- B use sentence starters or sentence endings
- C rewrite using simple sentences and synonyms
- D allow use of gestures and prompt learners
- E add an extra 25%
- F delete any unnecessary details



## TKT: CLIL Part 2: Support strategies – Sample Task

For questions 1 – 5, look at the examples of CLIL assessment and the three possible support strategies listed **A**, **B** and **C**.

Choose the support strategy which matches the example of CLIL assessment.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

- 1. In a written assessment on artists and their work, some learners have weak writing skills.**
  - A** Adapt the test by using sentence starters in a language frame.
  - B** Allow 25% extra time for those who need it.
  - C** Give the instructions in English and then in L1.
  
- 2. Many learners understand how to do the calculations but cannot understand the language used in the maths problems.**
  - A** Allow learners to use an L1 dictionary to help them understand the problems.
  - B** Simplify the language used in the maths problems
  - C** Read the maths problems aloud.
  
- 3. In a music assessment, some learners cannot understand the written instructions.**
  - A** Write the instructions in large font size.
  - B** Use some L1 to explain what learners need to do.
  - C** Add a word bank with key musical terms in it.
  
- 4. A few learners understand single sentences but find it hard to read a whole text about history.**
  - A** Add a second text with a gap-fill task.
  - B** Add a photograph to show the topic of the text.
  - C** Add a visual organiser showing a timeline with notes.
  
- 5. During a listening assessment, learners found the explanations of life processes difficult to understand even though most understood them when they read them in their course books.**
  - A** Put learners in pairs so they can help each other understand the explanation.
  - B** Draw a diagram on the board without text to show the stages in the process.
  - C** Delete some of the questions they have to answer about the explanations.