Task 7: Can you think of any learner training strategies you use in your classroom? Share your ideas with your partners. You can make some notes below if you like.

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Further reading: http://iteslj.org/Techniques/McCarthy-Autonomy.html

Other Ideas

Involving Learners can be as simple as eliciting definitions and examples from students. Learning from other students can be a very beneficial source of vocabulary and learners often pay more attention to what other learners say. Brainstorming activities can be used to exploit vocabulary learners already know. For example: organise students into small groups and give the class a theme (school, animals, jobs) and each group must write as many words they know related to the topic. Give a time limit. A secretary from each group then boards what their group has come up with. Alternatively, you give each group a different subgroup within a common theme. So for example with music, one group could think of instruments, another types of music, another group thinks of adjectives to describe music etc.

Personalising new vocabulary is useful for promoting memorisation as students make a personal connection with the word/phrase. This can be done by writing statements about themselves using the new vocabulary. For example: _Is maith liom caca millis._ Students can also write questions for each other using the new vocabulary. With lexical sets like food, transport or jobs, students can write lists of preferences.

Doing a school tour can be a simple way to expand CLIL beyond the classroom. Rooms, facilities are labelled with their names in L1 and L2. Pupils are asked to repeat the names of the various rooms and areas. If possible, pupils are introduced to other staff (school nurse, receptionist) and that they greet the children in the L2. Include an activity such as washing hands in the toilets or returning a book to the library to introduce language learning opportunity. The tour can be repeated during the week to recycle vocabulary and provide opportunity to expand on language. A labelling activity could also be used.

Pre-Teaching Vocabulary

In order to pre-teach vocabulary effectively, the teacher needs to identify what the learners already know and what might cause problems. Although course books often provide this information in pre-teaching stages, many teachers take time when planning to identify problem areas.

→ _Scaffolding_ audiovioge.
⤷ Support techniques to help learners reach objectives.