***Progetto Lucca***

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FASE 3 - ATTIVITÀ 2

**A science experiment in a CLIL class**

The subject teacher checks if the students can cope with the content of the experiment.

The language teacher focuses on their English as the code of a CLIL lesson.

* She/he checks out beforehand if they know all the appropriate language required by the topic;
* If not, students are encouraged to look up for specific lexis in the dictionary;
* If some students still find lost for words teacher suggests strategies that might compensate for their language gaps;
* Students could change the way they are going to say something and find some speaking alternatives;
* Students can cope with the speaking task and the topic by notetaking the key points;
* They can expand their ideas and language drawing spider grams or mind maps;
* They are reminded to organize their ideas according to a thematic progression without straying from the topic;
* They are asked to use the proper connectors to make their speech coherent and cohesive;
* They are also reminded to use appropriate language in terms of register and style.

Students should be responsible for the carrying out of the experiment tasks.

The language teacher takes a secondary role whenever possible. Language mistakes should only be corrected on the spot when it is clear that a serious misunderstanding may take place. Otherwise the language teacher can note down mistakes to be dealt with later. Correction just for the sake of accuracy, which disturbs he flow of the activity, should be avoided. Successful classroom interaction implies the creation of a relaxed atmosphere in the classroom.

When the description of the experiment is over students think back to their speaking task and reflect on the problems they encountered.

They consider if the quality of their oral production was satisfactory. If not, they reflect on the kind of difficulties they had and what helped them most to overcome them.

What would they improve if they had a second chance? Lexis? Grammar? Pronunciation? Intonation? Content? Other?

They also reflect upon their learning style and the remedial strategies they resorted to.

They share feelings and views with their classmates and teachers and see what can be done together to make progress combining speaking competence with content knowledge.