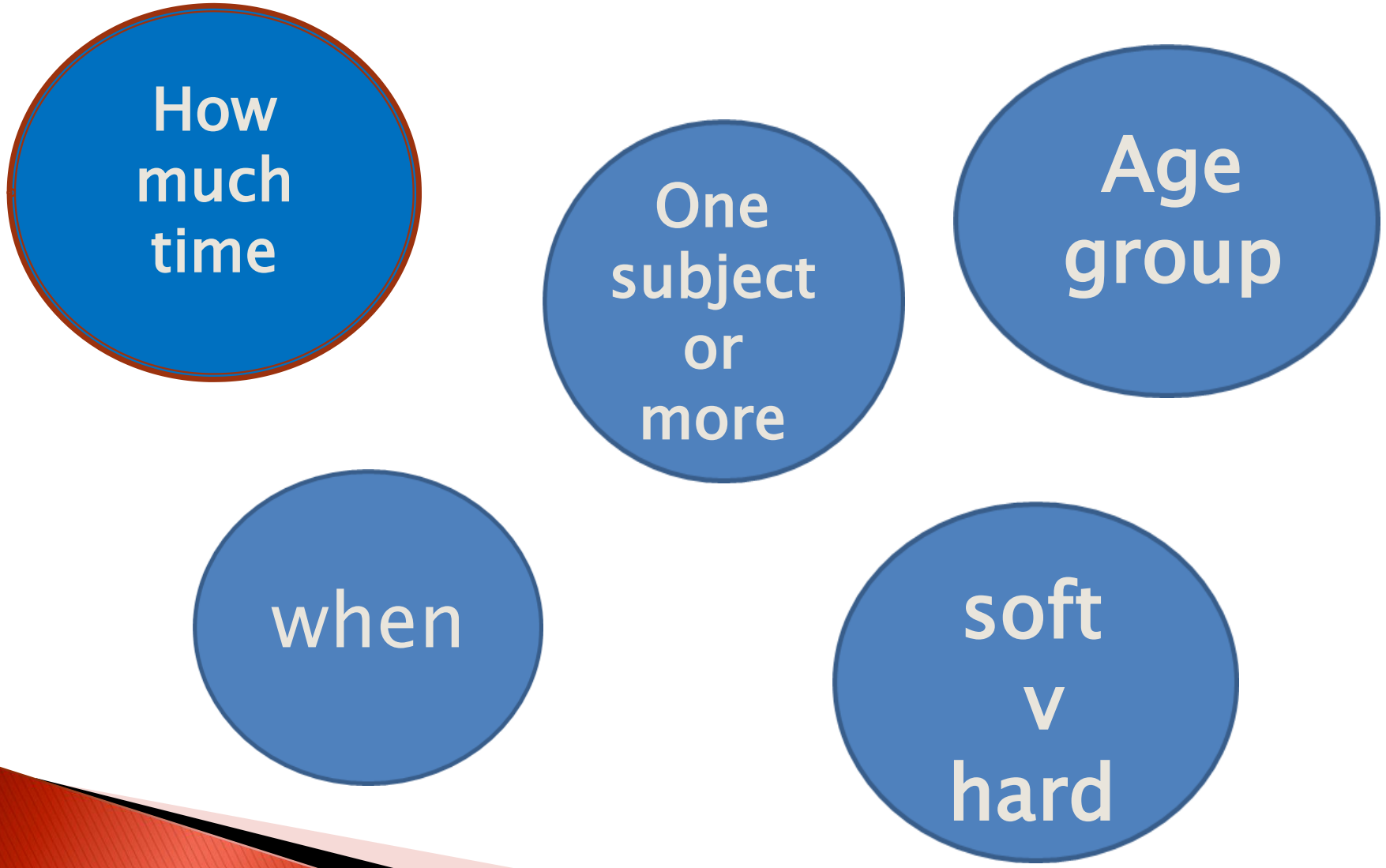
CLIL course
Dublin
Introduction to CLIL

What is CLIL?

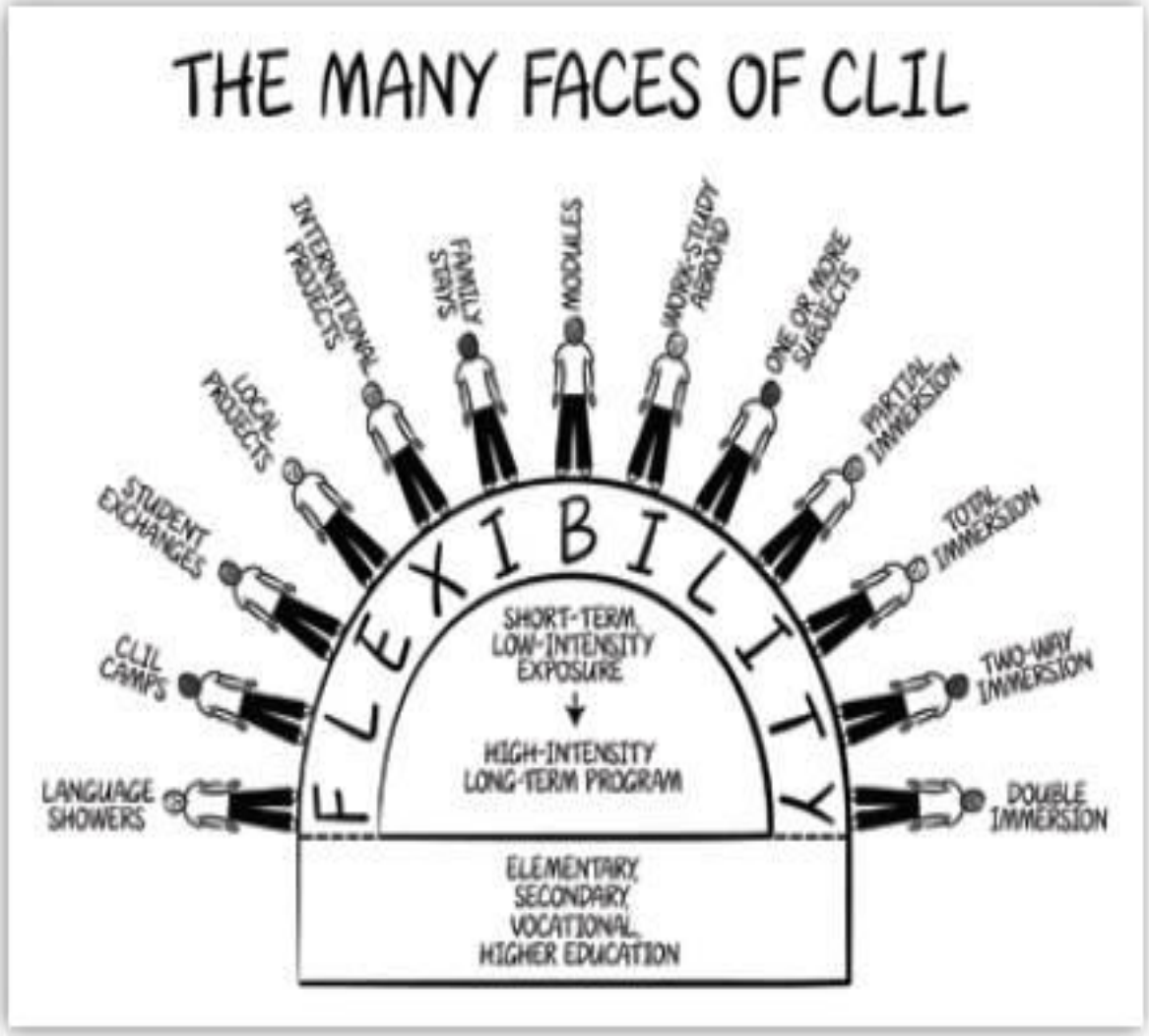
- CLIL is an acronym for **Content and Language Integrated Learning.**
- It consists of teaching a curricular subject through a second language.
- There is **no single model** for CLIL.
  - CLIL is **complex** and **context-sensitive**

Varieties of CLIL



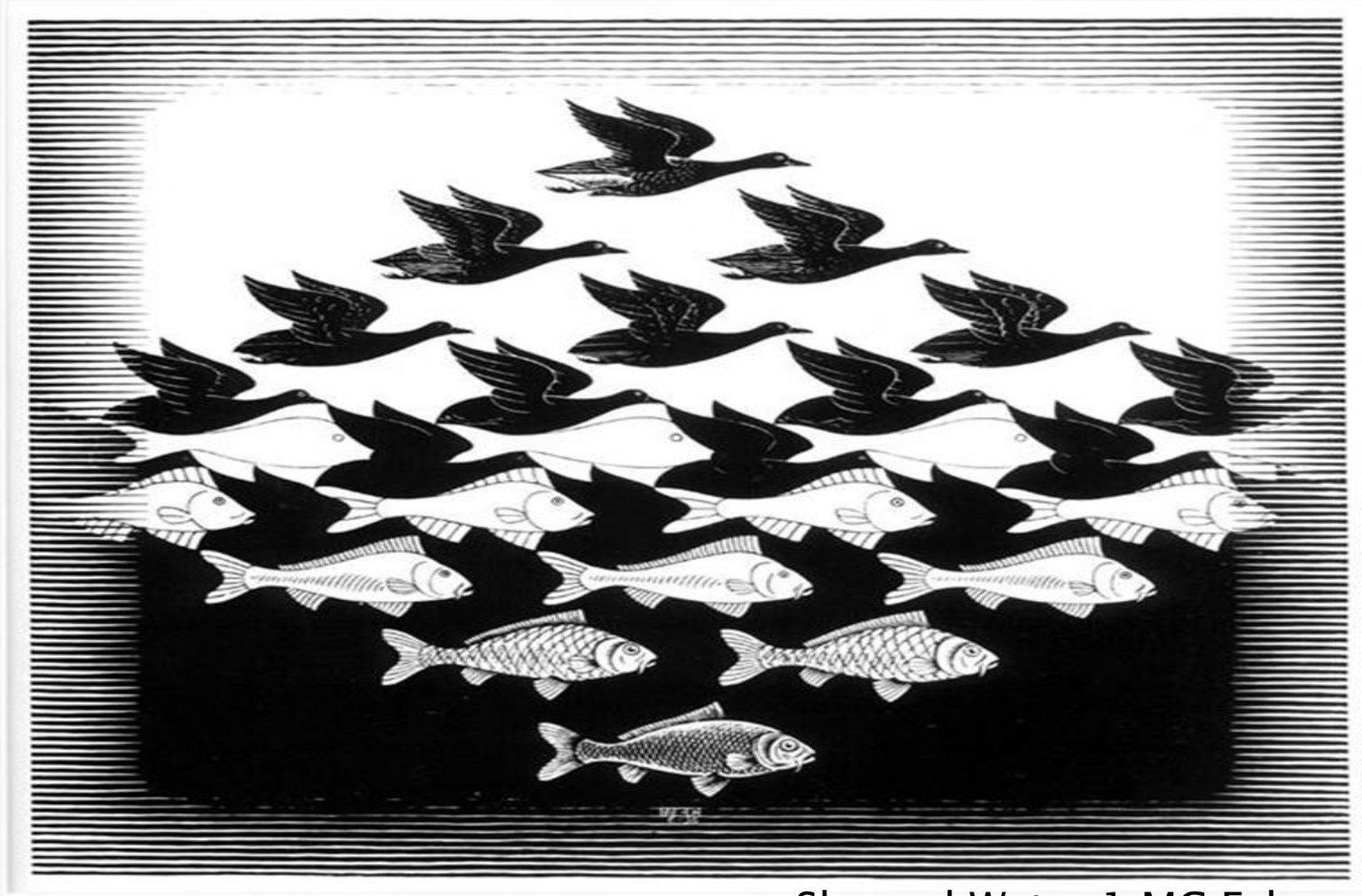
- Language showers
- Student exchanges
- CLIL camps
- International projects

- Immersion schemes
  - Partial immersion
  - Total immersion
  - Double immersion



Mehisto, Marsh, Frigols
Uncovering CLIL 2008

- Different models all have a common founding principle that in some way the content and the language learning are integrated.



Sky and Water 1 MC Esher
Dale & Tanner 2012

CLIL or NOT

FBI BLT CBLT

ELL CBI LAC PSNI

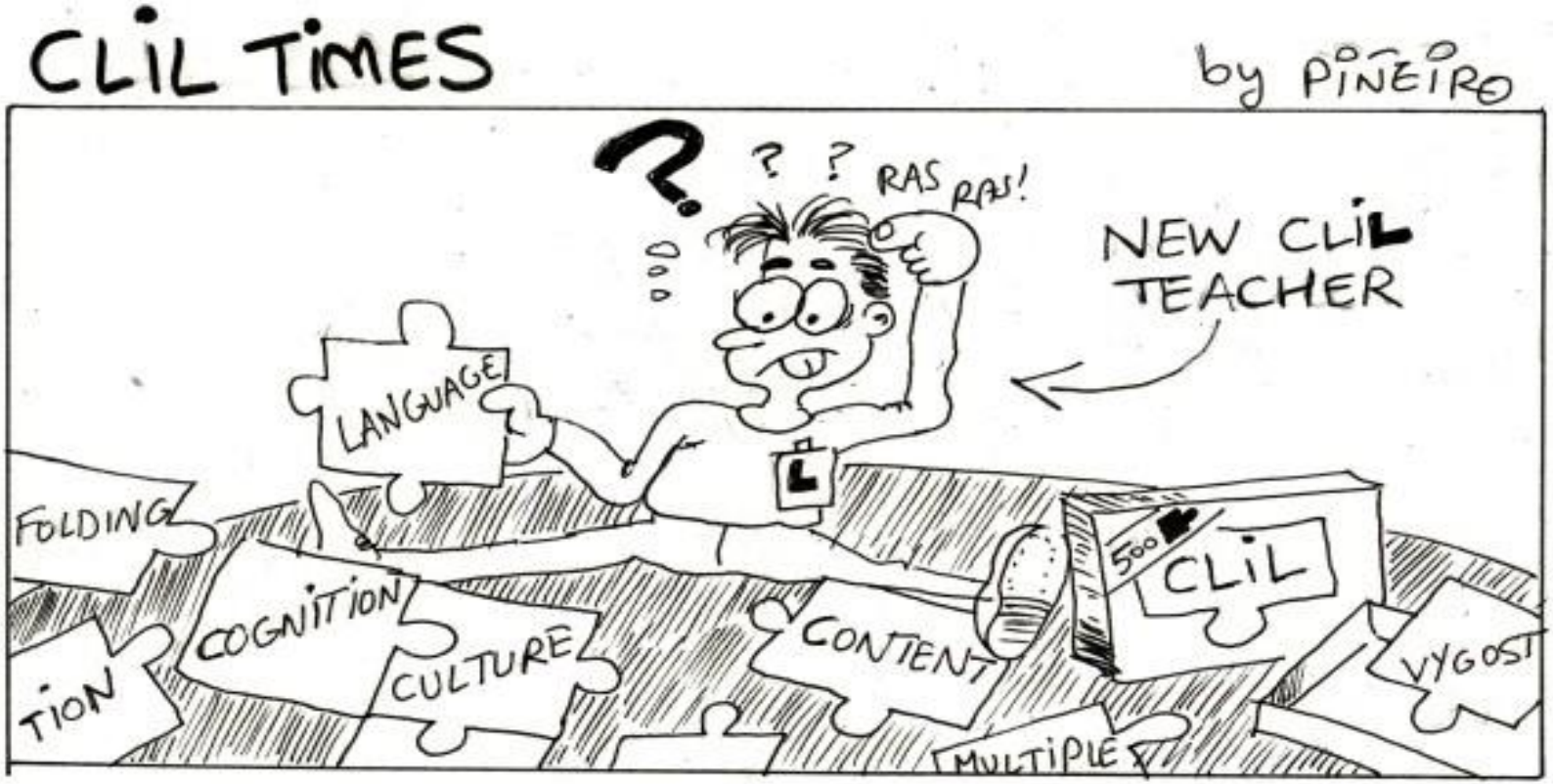
UNESCO EMI CIA

WHO AICLE EMILE

EAL WWW SIOP

CLIL	**Non Clil**
CBLT content-based language teaching	FBI
CBI content-based instruction	BLT
ELL English language learners	PSNI
EAL English as an Additional language	UNESCO
LAC Language across the Curriculum	CIA
EMI English as a Medium of Instruction	CAO
AICLE Aprendizaje Integrado de Contenidos y Lenguas Extranjeras	WHO
EMILE Enseignement De Matieres Par Integration D'une Langue Etrangere	WWW
SIOP Sheltered Instruction Observation Protocol	

But it's not only CONTENT and LANGUAGE!



Content first

- It's important to note that "Content" is the first word in CLIL.
- The main goal: all the content of the syllabus is covered.

There are 4 guiding principles upon which a CLIL programme can be built.

The FOUR Cs

The FOUR Cs

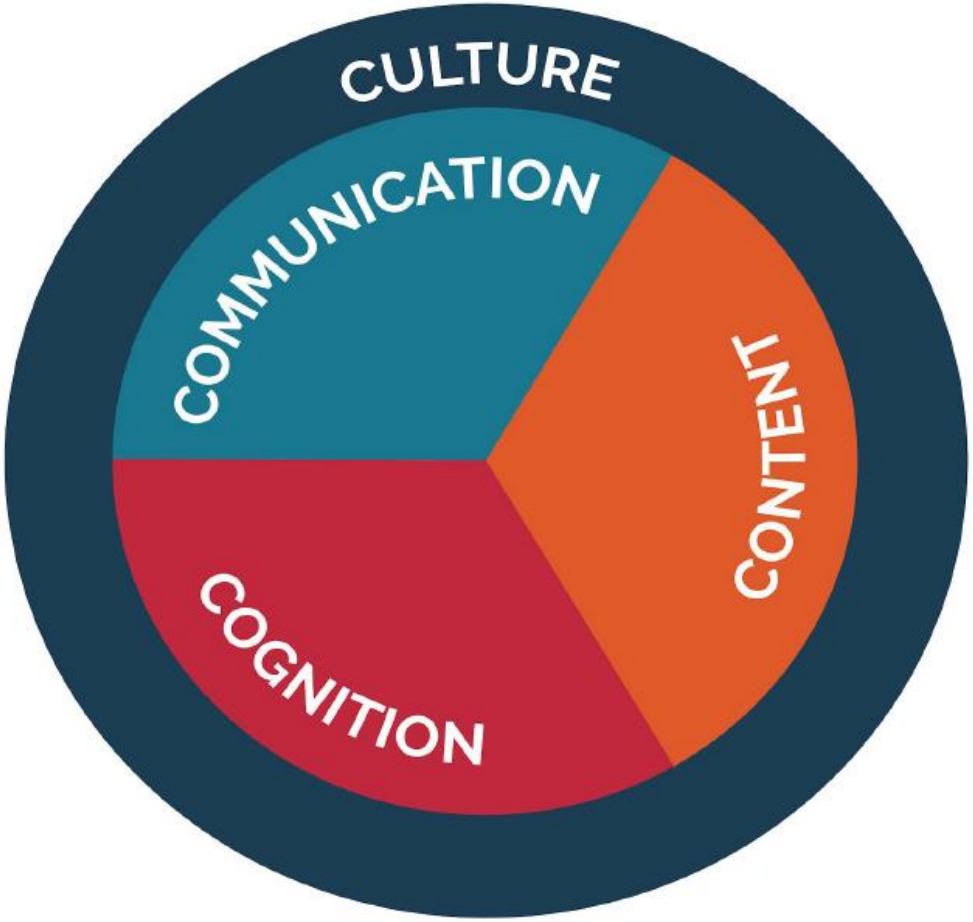
The subject – Maths, History, Biology, Economics -----> **Concepts + Language**

Language – what language will learners need to communicate in the lesson?

Thinking skills – what thinking skills will learners need in the lesson?

Culture or community or citizenship – Is there are cultural aspect present in the lesson?

The CLIL Wheel



4Cs

based on Coyle, Hood, Marsh (2010)

https://clilmatters.com

The FOUR Cs

3 dimensions of CLIL

- CONCEPTS
- PROCEDURES
- LANGUAGE

An idea developed by Ball, Kelly and Clegg in *Putting CLIL into Practice*

Let's look at an example:

- A science objective for 12 year old CLIL students:

To differentiate between the planets in the solar system

Learners focus on the size, distance from the Sun and some characteristics -> assessment

To differentiate between the planets in the solar system, by interpreting, transcribing, and producing descriptions

Procedural content has been introduced with cognitive skills involved in the process

To differentiate between the planets in the solar system, by interpreting, transcribing, and producing descriptions using adjectives, comparative and superlative forms, and language to express relative distances.

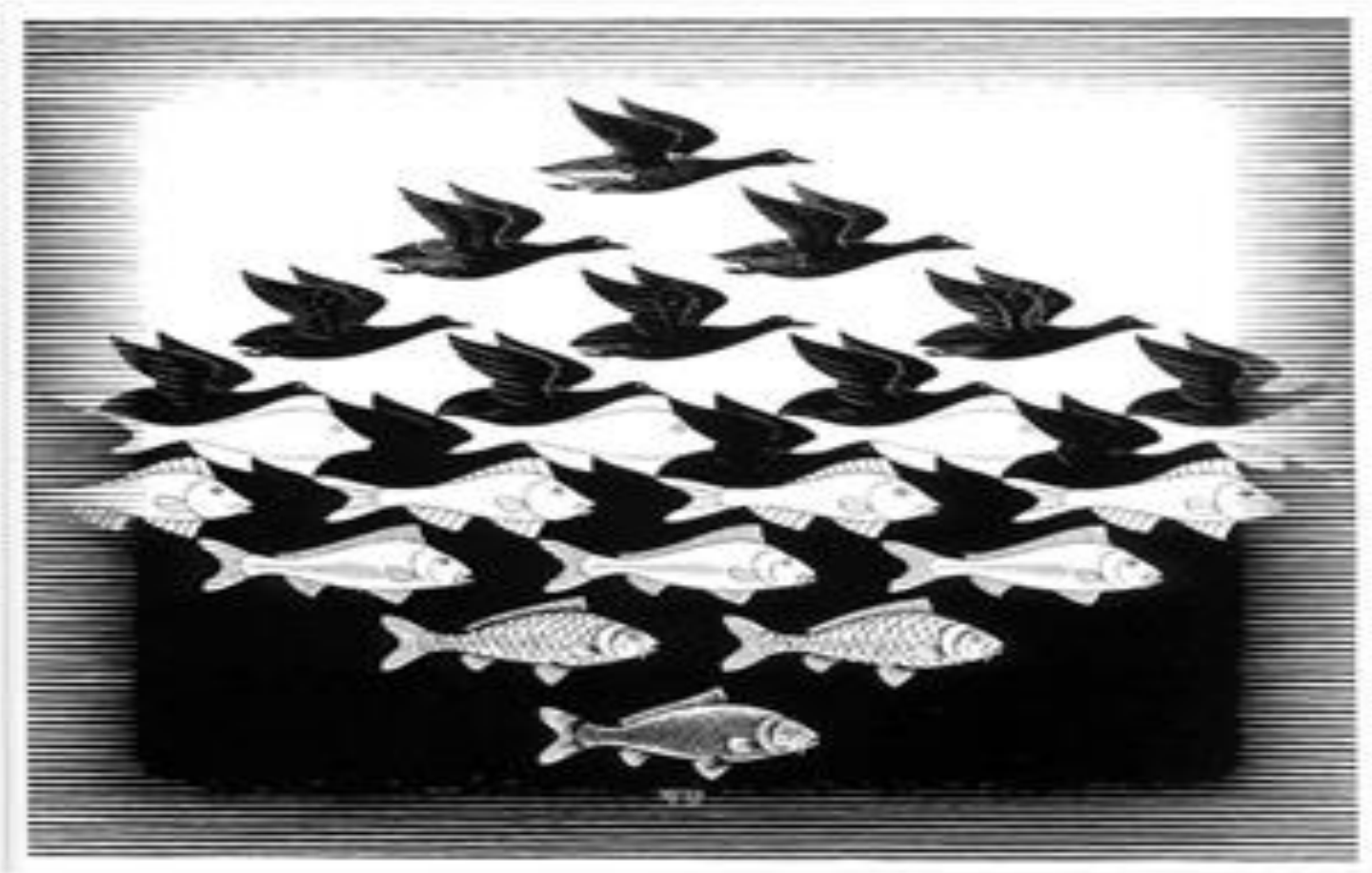
Language content is considered and added

Science content to be acquired (concepts)

Skills used to work on the concepts (procedures)

To differentiate between the planets in the solar system, by interpreting, transcribing, and producing descriptions using adjectives, comparative and superlative forms, and language to express relative distances.

Specific language items associated with the conceptual content (language)



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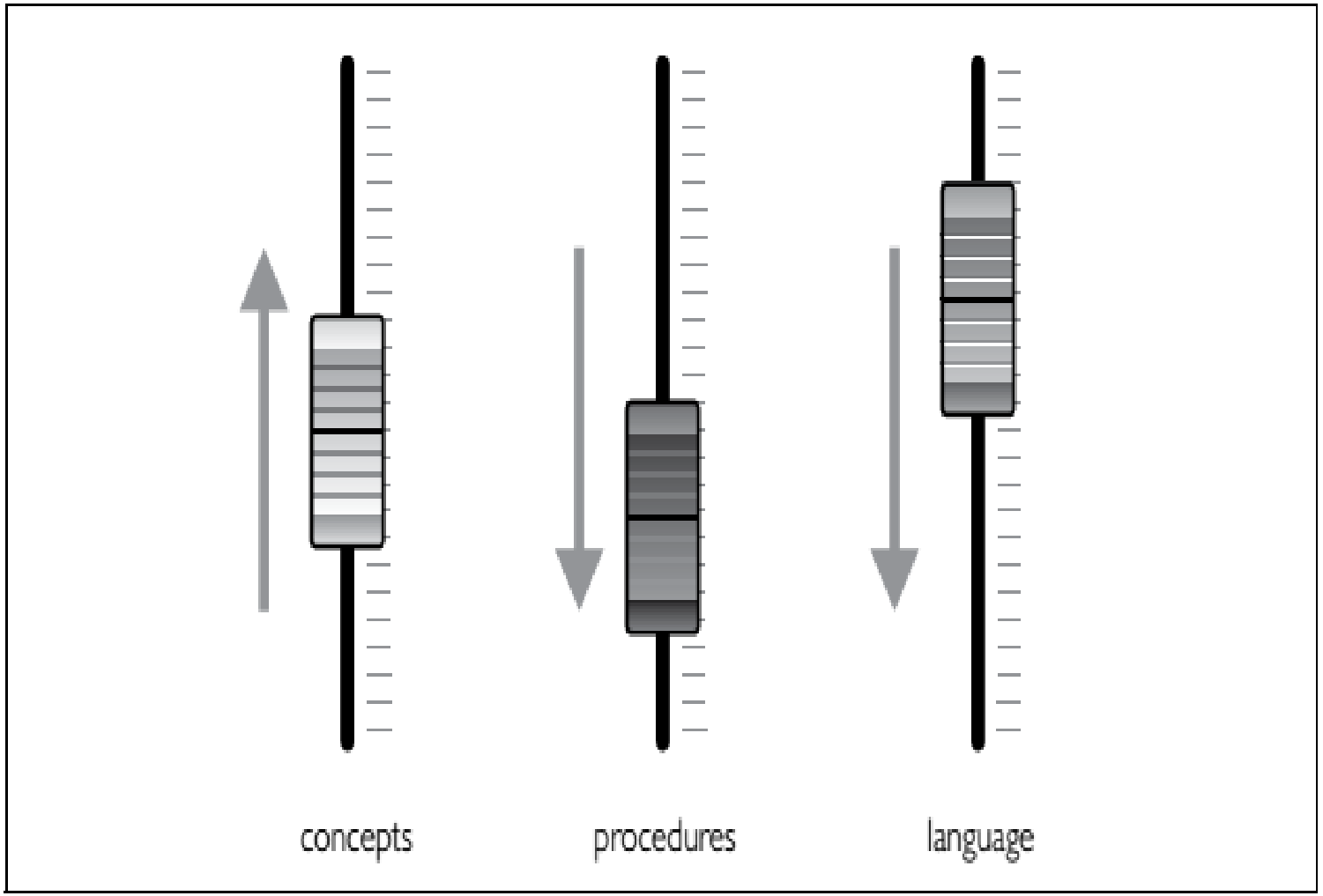


Mixing deck analogy Ball, Kelly & Clegg

Drawing an important distinction between two kinds of knowledge:

- **Declarative knowledge**

– or transmission of knowledge – students passively receive then reproduce the information

- **Functional (procedural) knowledge**

– that is putting knowledge to work / making it function – performing actions using the knowledge (reasoning, problem solving…)

Good education is effectively a journey transferring one to the other

The FOUR Cs

Communication skills

All aspects of language:

- language of the subject – CONTENT concepts + language
- language to communicate /interact – PROCEDURE

a few things to consider

BICS

Basic
Interpersonal
Communicatio
Skills

CALP

Cognitive
Academic
Language
Proficiency

BICS and CALP (Jim Cummins)

BICS (Basic Interpersonal Communicative Skills)

- language skills needed for social, conversational situations
- usually achieved after **two /three years** of language study.

*Tasks associated with BICS are cognitively less demanding.

CALP (Cognitive Academic Language Proficiency)

- language proficiency required for academic study
- usually achieved after **5 years** of language study

*Tasks associated with CALP are often more cognitively demanding (abstract, hypothetical)

BICS	CALP
1 guess wonder	**estimate, speculate**
2 **rules**	laws theorem regulations
3 take away	**subtract**
4 **same**	identical, indistinguishable
5 way, plan	**method**
6 **many**	numerous, innumerable

BICS – SOCIAL Language	CALP – ACADEMIC language
We got some strange results from the experiment so we decided to do it again to make sure we hadn't made any mistakes the first time.	Post-experiment data analysis revealed several unexpected results. Therefore, the experiment was carefully repeated to test its reliability.

It's worth remembering
~ BICS & CALP exist in L1 contexts

In **L1 academic contexts**, a 12 year-old student in a typical day may encounter

09:00 Biology lesson – the **language of the functions of the respiratory system**

10:00 Maths lesson – the **language of multiplying fractions**

11:00 break BICS in the playground

'Did you see the match last night? What a goal by Messi eh?'

11:30 Physics lesson – the **language to talk about mass, force and weight**

12:15 History lesson – the **language to talk about Roman settlements**

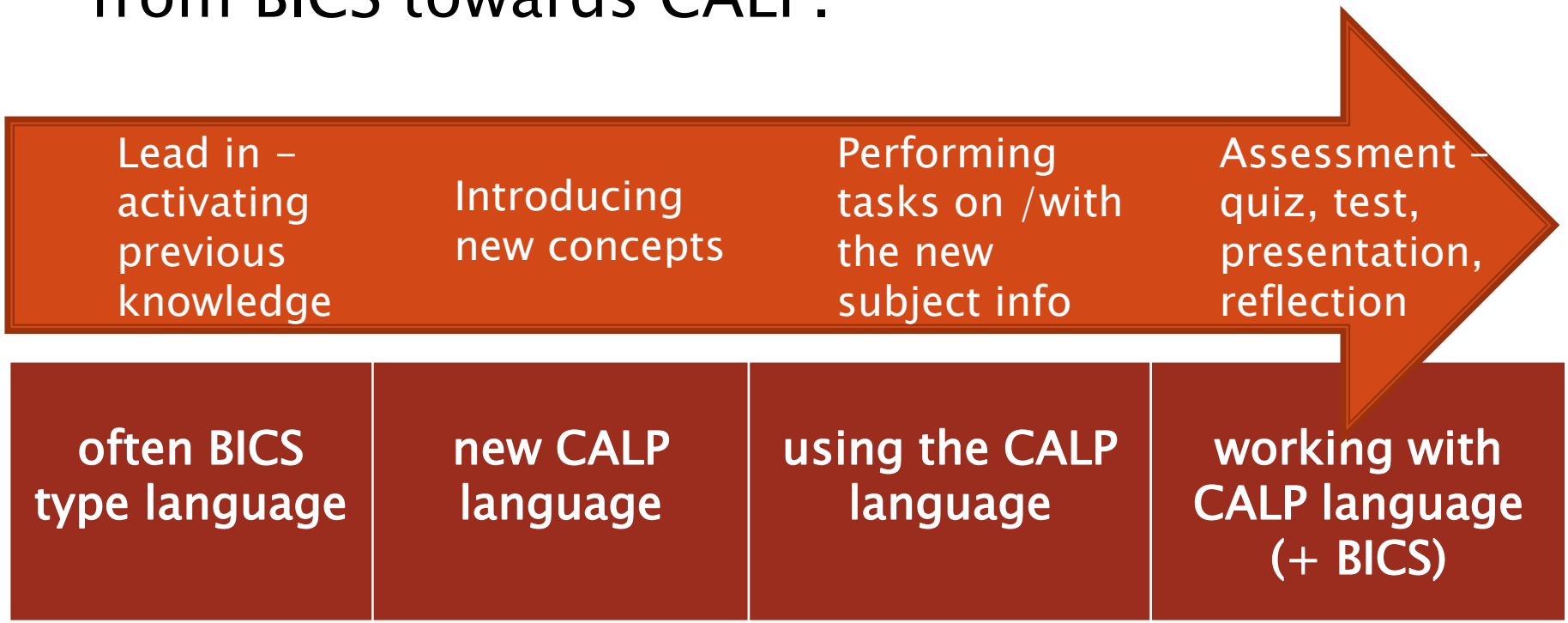
**Each subject is, in a sense, a foreign language.

"For many pupils, learning to use language to express mathematical ideas will be similar to learning to speak a foreign language". (Lee 2006, p.12)

Phil Ball https://revistas.cardenalcisneros.es/index.php/PULSO/article/view/212

Teacher's role in Language development

- Learners need a teacher's support to move from BICS towards CALP.



THE '3 As'

'the 4 Cs' provides a useful guide for the **overall planning of a CLIL lesson**

'the 3 As' gives a more detailed focus on the **language content of a lesson**:

- **ANALYSE** content for the **language *of* learning**
- **ADD** to content the **language *for* learning**
- **APPLY** to content **language *through* learning**

Communication skills

All aspects of language:

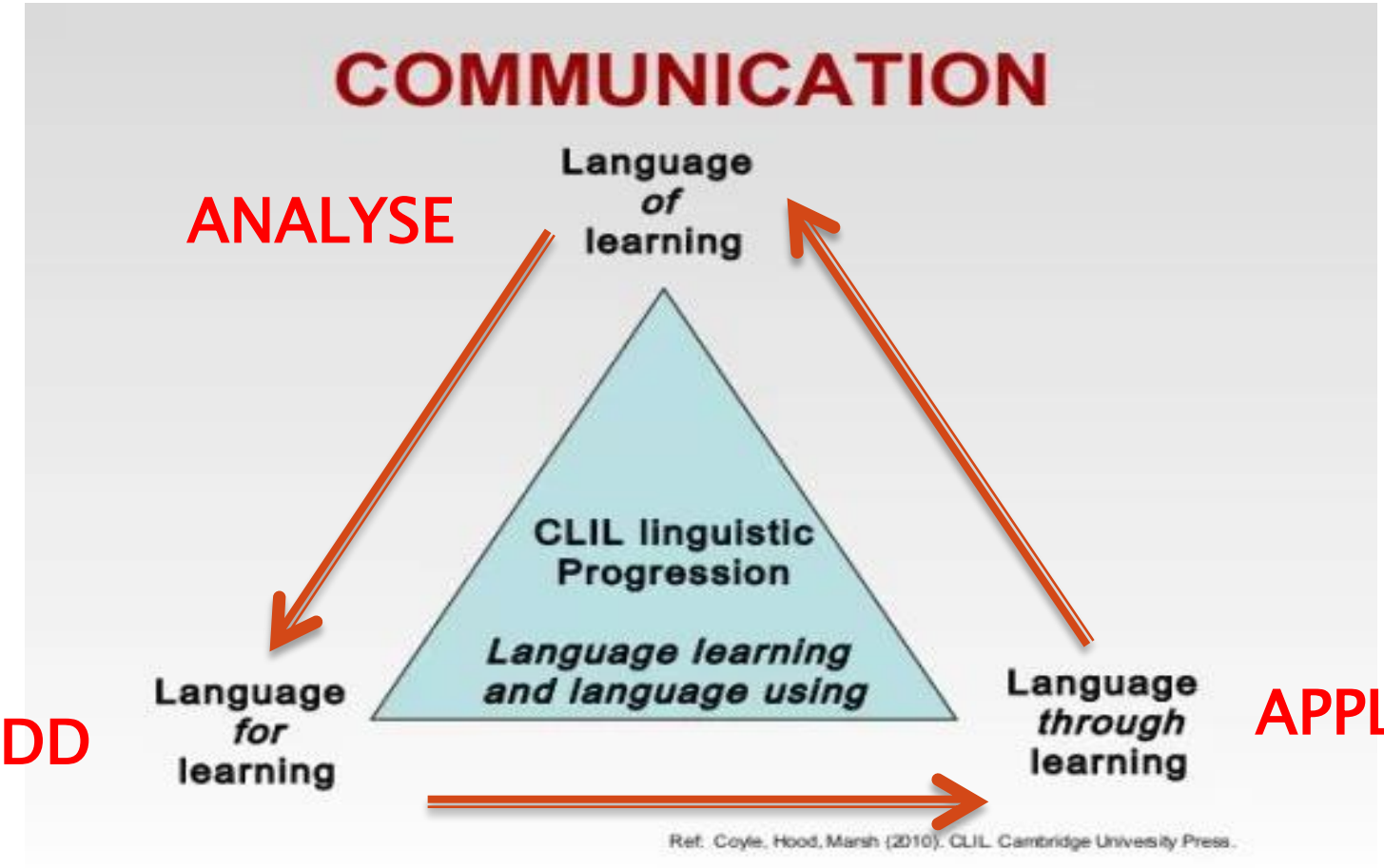
- language of the subject – CONTENT **concepts + language**
- language to communicate /interact – PROCEDURE

Language *OF* learning

Language *FOR* learning

The 3As or language of/for/through

Language *of* learning	**Based on an analysis of the language (vocabulary, grammatical structures) learners need in order to access the concepts**
Language *for* learning	**The language required to perform tasks about the concepts – pair/groupwork, classroom talk, collaborative and cooperative activities**
Language *through* learning	**The language which emerges through the learning – where thinking skills have been applied to lessons to encourage learners' language to develop**



NB Language *of* learning and language *for* learning are predictable and should be planned for. Language *through* learning on the other hand is unpredictable and should be responded to.

Let's look at 'The Planets lesson' again

CONCEPTS	COMMUNICATION
Language *of* learning	
Procedure	**Language *for* learning**
(1) Arrange the planets in order from furthest to closest to the Sun	
(2) Plan a poster to present information about one planet	

What language knowledge do CLIL teachers and learners need?

1. **Vocabulary**:
   - subject-specific vocabulary
   - general vocabulary
   - high and medium-frequency words and collocations
   - awareness of words that might have more than one meaning [*moment* in general Eng and Physics]

2. **Grammar**:
   - good idea of language and meaning
   - an understanding of how language works in context
   - an awareness of correct usage (spotting mistakes but not necessarily knowing how to explain why they're incorrect).

Vocabulary

Choose the description which best matches each group

Group 1	Group 2	Group 3	Group 4	Group 5
scree abrasion alluvial fan	feature deposits flow	over slowly many	volcanic activity plunge downwards oxbow lake	identify data define
e. Content specific	c. Content compatible	a. General English	d. Collocations specific to the content area	b. academic vocab in all subjects

a. Vocabulary used often in general English BICS
b. Academic vocabulary used in different subjects CALP
c. Content compatible vocabulary
d. Collocations – specific combinations used in content area
e. Content specific vocabulary

Type of vocabulary	Who has lead responsibility?	How to help learners with this:
content specific	**Subject teacher**	Introduce the word - then provide as many opportunities as possible to process, repeat, practise the vocab.
collocations - specific combinations in curricular content	**Subject teacher**	Introduce the words - then provide as many opportunities as possible to process, repeat, practise the vocab.
content compatible	**Schoolwide responsibility**	Work with teachers of the relevant other subjects to: highlight, make associations, reinforce
academic vocabulary used in all subjects	**Schoolwide responsibility**	Work with teachers of other subjects to highlight, make associations , reinforce
vocabulary used often in general English	**English language teacher**	Create opportunities for pair/groupwork – allow learners to collaborate on tasks

Issues with language learning:

- sequence in learning grammar
- L1 interference
- improving accuracy
- encouraging fluency
- getting learners to use the CLIL language
- And what about L1 use?

Issues which arise with COMMUNICATION

- Use of L1 –

– are you going to ban L1 use?

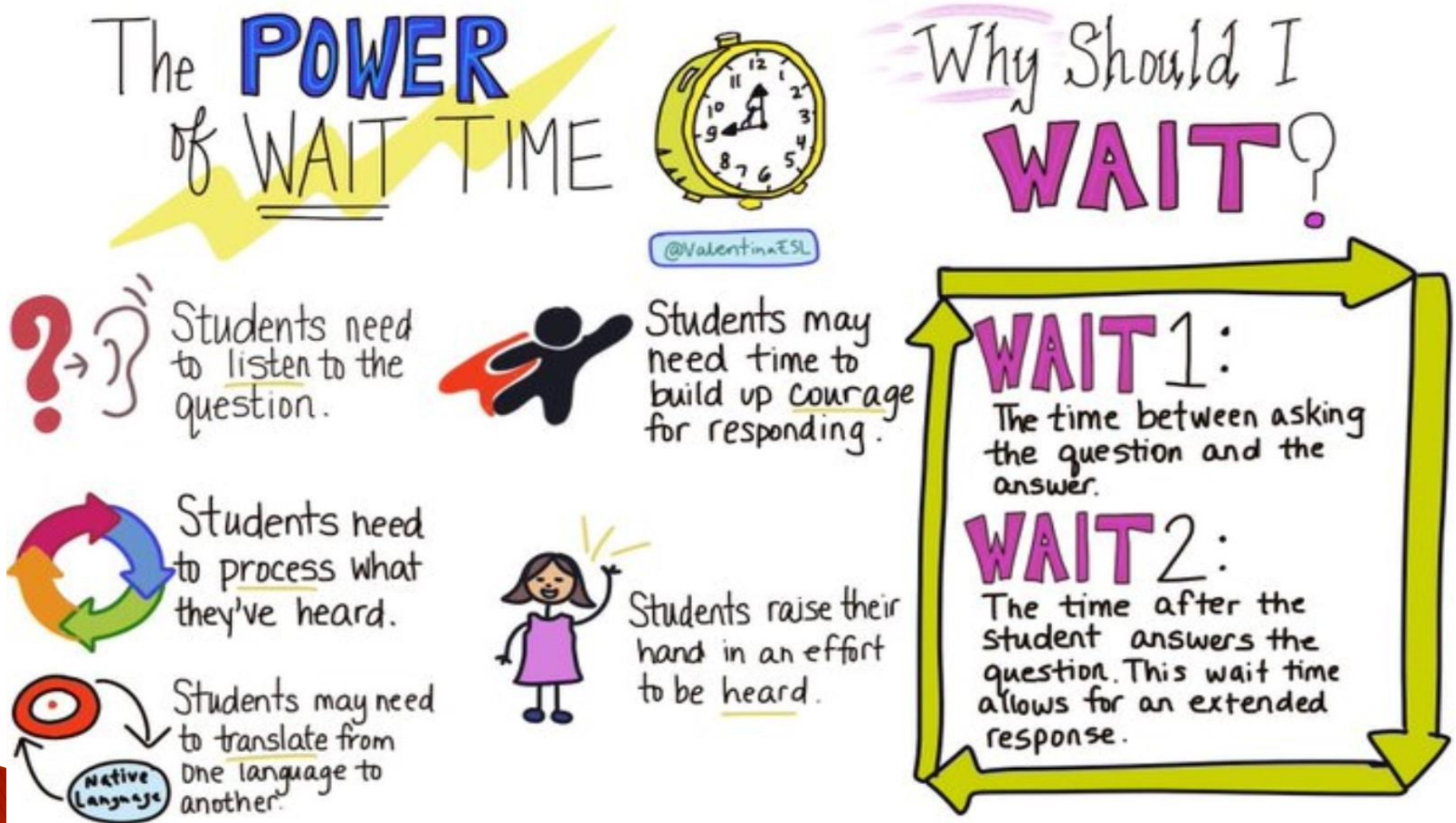
– or allow some L1 use? If so, when?

L1 is not only for translation. It is part of sense-making – learners may understand the concepts well but be unable to express those concepts in L2 (English)

-> translanguaging [also known as code switching]

One suggestion- Teacher always uses L2 / English but learners can use L1 if needed

Learners need wait time.



Language *of* Learning

It is the language needed for learners to access the basic concepts and skills of the topic. Thanks to this, students use the appropriate language in meaningful contexts. Obviously, teachers need to be aware of the linguistic demands of the subject to work in the vehicular language. Language of learning is subject-specific.

Examples of this could be:

- Key vocabulary phrases
- Language of describing/defining/ explaining
- Modal verbs for prediction
- Future/conditional tenses
- Cause-effect language

Language *for* learning

It is the language to get by. It is the kind of language they need in order to complete the tasks they are given. Students need to be supported in developing skills such as those needed for pairwork, cooperative group work, asking questions, debating, enquiring, thinking, etc. Language for learning is subject-compatible.

Examples of this could be:

- Presenting evidence
- Language for project work
- Language for agreeing/disagreeing
- Writing a simple research report

Language *through* learning

This language is linked to the student getting actively engaged in using the language and thinking. Effective learning cannot take place without active involvement of language and thinking. New settings will require new language and for this reason this language cannot be predicted in advance. This emergent language needs to be captured by the teacher, but it is difficult to predict beforehand what will emerge.

Examples of this could be:

Dictionary skills
Recycling discussion skills
Extending presentation skills
Using feedback
Questioning/ Answering