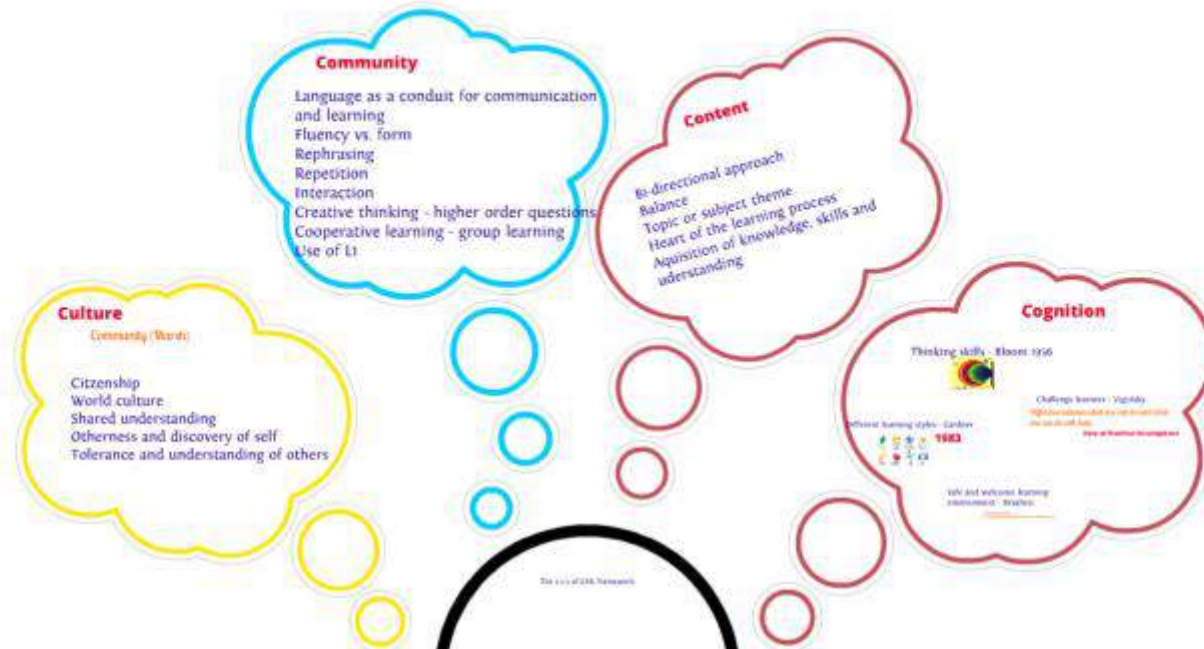


# TEACHING SUBJECTS THROUGH ENGLISH

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A Clear Understanding of CLIL

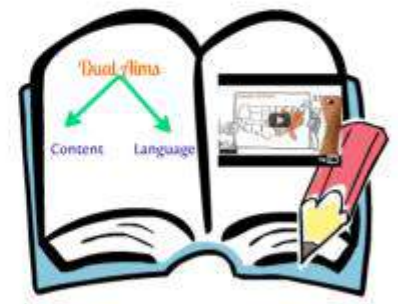


The Use of L1, Networks

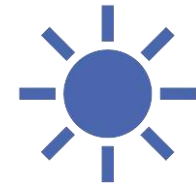
Language Learning Integrated

**CLIL**

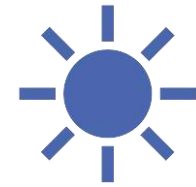
Content



# What do we know about CLIL?



# What do we know about CLIL?

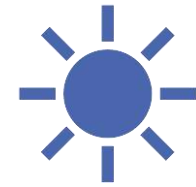


Is CLIL...	CLIL is...
✓ about learning a new language quickly?	➤ ...

*"CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language."*

**David Marsh 1994**

# What do we know about CLIL?



***Do Coyle  
2005***

**"It is not teaching IN a language"**

"It is not language teaching enhanced by a wider range of content"

# What are the benefits of CLIL?

- **Improve learners' performance** in both curricular subjects and the target language
- **Increase learners' confidence** in the target language and the L1
- **Primary school** students reach **higher levels of English** than those reached in ELT courses.
- **Secondary school** students' subject knowledge is about the **same as if taught in L1**.
- Brain research shows that in CLIL, **learners are more cognitively active** during the learning process.

(Kay Bentley - 2010)

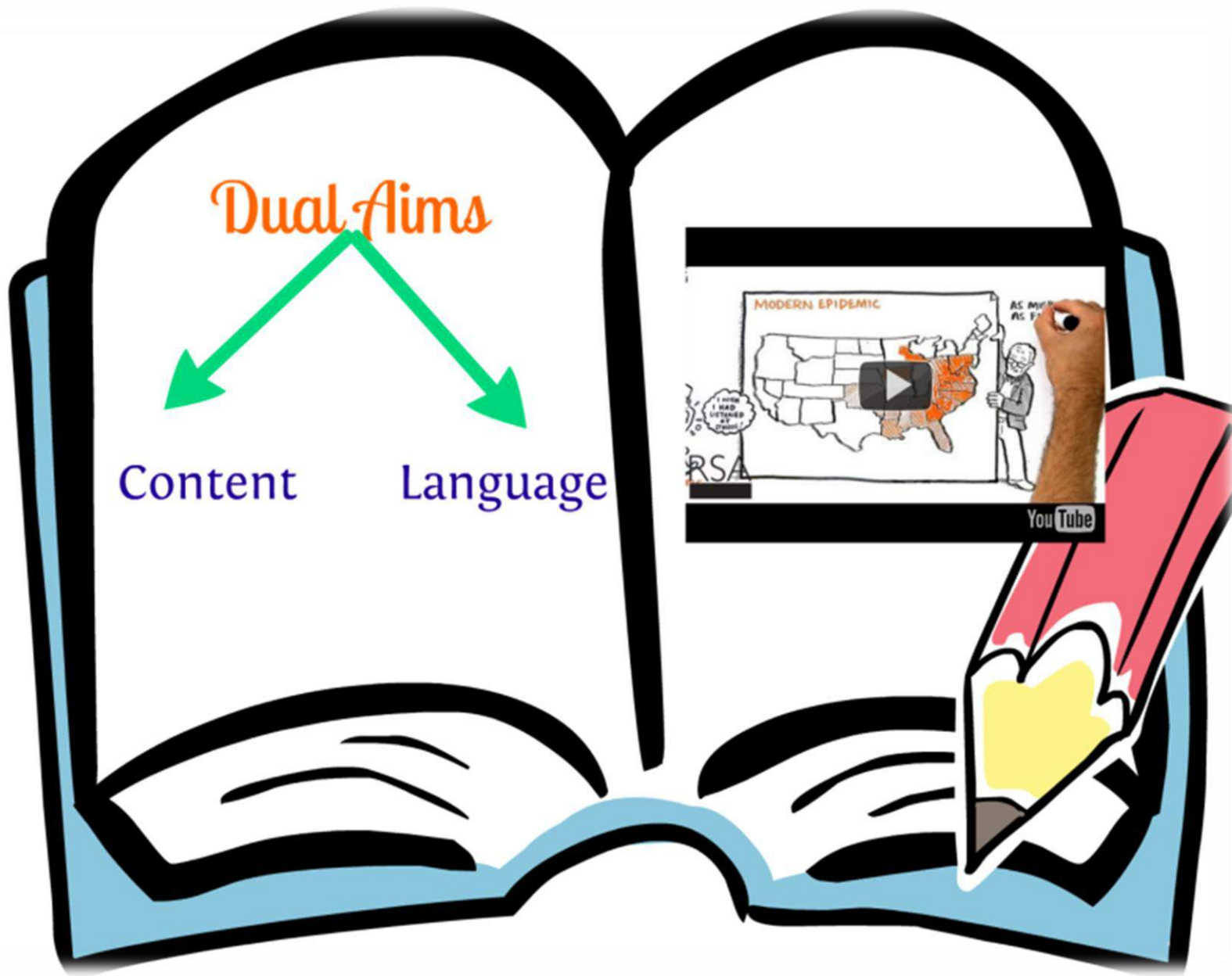
# Models of CLIL?

There is no single model for CLIL.

- **Soft CLIL (language-led):** topics from the curriculum are taught as part of a language course (e.g. 45 min. once a week).
- **Semi-soft/hard CLIL (subject-led. Modular).** Parts of the subject are taught in the target language for a certain number of hours (e.g. 15 hours during one term).
- **Hard CLIL (subject-led. Partial immersion):** 50% of the curriculum is taught in the target language.

(Kay Bentley - 2010)





Dual Aims

Content

Language





# The 4 Cs of CLIL Framework



Culture

Communication

Content

Cognition

# The 4 Cs of CLIL Framework



**Citizenship**

**World Culture**

**Shared Understanding**

**Otherness and discovery of self**

**Tolerance and understanding of others**

# The 4 Cs of CLIL Framework

**Heart of the learning  
process**

**Topic or subject theme**

**Acquisition of knowledge,  
skills and understanding**



# The 4 Cs of CLIL Framework

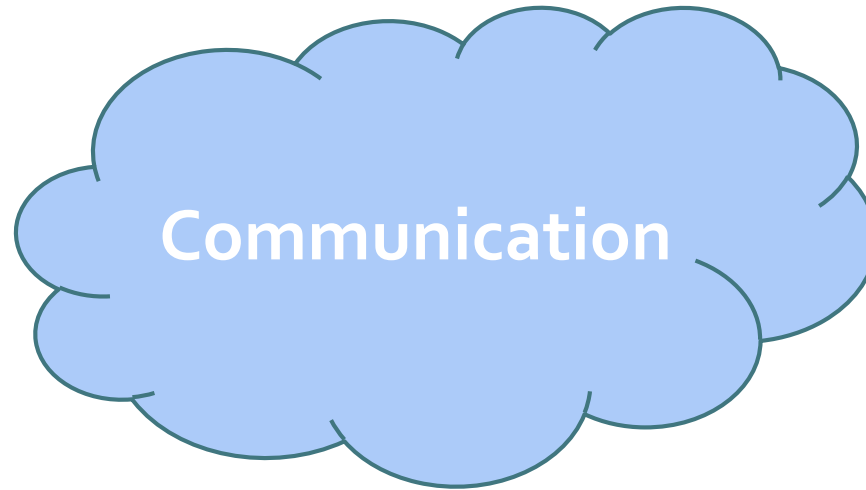
**Language as a tool for  
communication and learning**

**Fluency vs. Form**

**Rephrasing**

**Repetition**

**Interaction**



**Cooperative Learning**

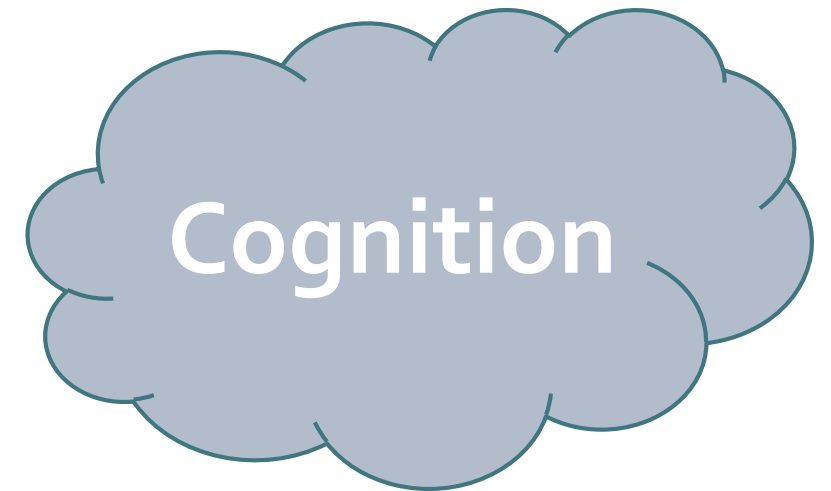
**Use of L1**

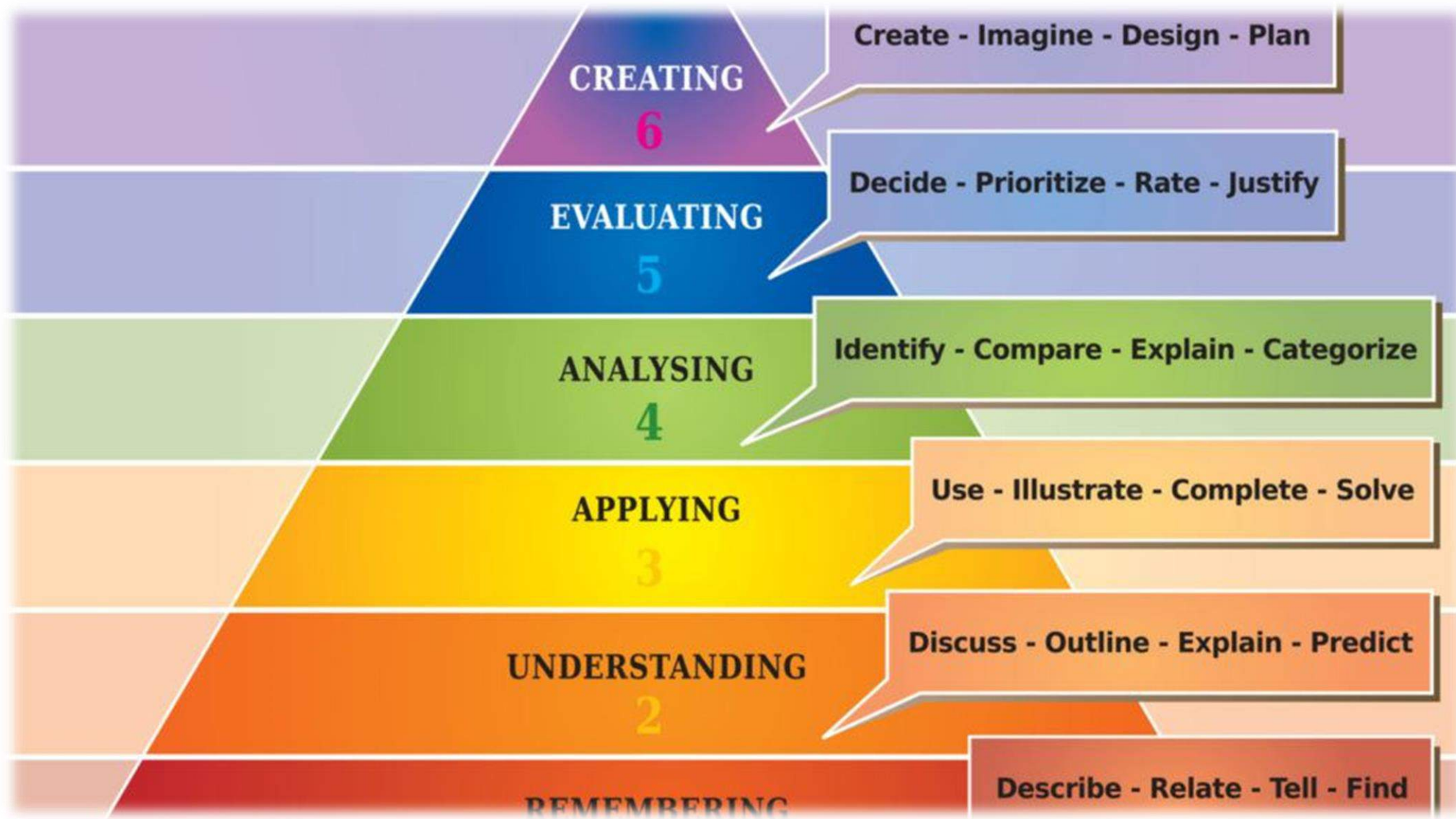
# The 4 Cs of CLIL Framework

**Thinking Skills – Bloom 1956**

**Different Learning Styles – Gardner 1983**

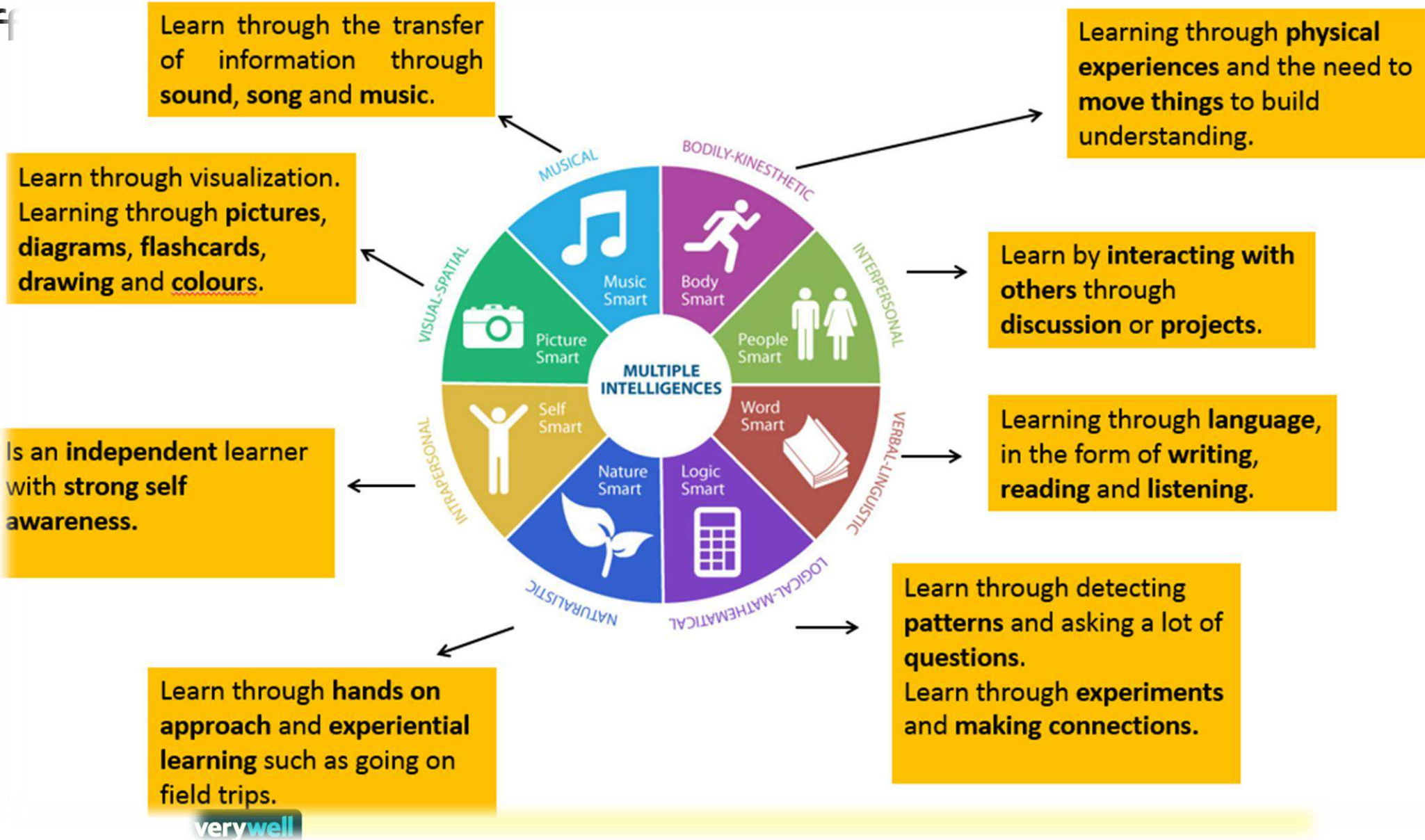
**Safe and effective working  
environment - Krashen**





Thinking Skills – Bloom 1956

# Diff





# Safe and effective working environment – Stephen Krashen

*Affective filter hypothesis*

*Anxiety, self-doubt and boredom interfere with learning process.*

A 'screen' that is influenced by emotional variables that can prevent learning. This hypothetical filter does not impact acquisition directly but rather prevents input from reaching the language acquisition part of the brain.

## The Acquisition-Learning hypothesis

*Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill.*

Stephen Krashen

# ROLES OF TEACHERS IN CLIL

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# Role(s) of teachers in CLIL

- What is/are the Role(s) of the FL Teacher?
- What is/are the Role(s) of the Subject Teacher?

Accuracy

Fluency

# CLIL – some teaching principles 1

- Language is used to learn as well as to communicate.
- There is no grading for language: The subject matter determines the language needed to learn.
- Lexical rather than grammatical approach:
  - Vocabulary, texts and discussions.
  - Language is determined by the context of the subject.
  - Attention to chunks of language.
- Learners (and teachers??) should not be afraid to make mistakes.
- If needed, L1 can be used.

# CLIL – some teaching principles 2

- CLIL is not possible if the underlying content is not clear: subject is taught in easy understandable ways with the help of pictures, diagrams, graphs, highlighted terms, etc.
- Cognition stands for thinking skills: kind of activities a learner should be able to do (remembering – understanding – applying – analysing – evaluating – creating).
- **Scaffolding is key:** writing frames, diagrams, visual organisers, mind maps, etc.

# What language knowledge do CLIL teachers and learners need?

1. **Vocabulary** that learners have to understand and produce a large amount of subject-specific vocabulary.
  2. **Structures and meaning:** grammatical structures to communicate subject knowledge.
  3. **Communicative functions:** purposes for speaking or writing, from different subjects (expressing agreement or disagreement; describing cause and effect; interpreting data; predicting and justifying predictions, etc.)
- The focus of a CLIL lesson is on understanding subject content, not on grammatical structures.
  - As vocabulary and grammar are interdependent, it is useful to focus on them as chunks rather than separately.

# Some Relevant grammatical structures

<i>Verb form</i>	<i>Subject</i>	<i>Example</i>	<i>Meaning</i>
Present	Maths	<i>A cube has six faces</i>	a general truth
Past	Economics	<i>Interest rates fell last year</i>	a finished event
Future	Geography	<i>The erosion of the coast is going to get worse</i>	a prediction from evidence
Modal verbs	ICT	<i>You could/may/might find a link on this website.</i>	possibility
Conditionals	History	<i>If the enemy had been defeated the country wouldn't have changed.</i>	unreal past situation
Passive	ICT	<i>New software is going to be installed soon.</i>	formal, impersonal
Passive	Geography	<i>The rocks were formed as a result of volcanic activity.</i>	formal, impersonal
Reporting	Environment	<i>They promised/agreed to provide more recycling centres</i>	to report what someone has said
Reporting	PE	<i>The coach told/asked/advised the players to change positions</i>	to report what someone has said



## *Communicative functions*

<i>Giving examples</i>	Freshwater ecosystems	such as	rivers and lakes ...
	Some human activities		agriculture ...
<i>Describing a process</i>	First, Then Next Finally,	food is chewed in the mouth ... this food moves down the ... it mixes with gastric juices ... it leaves the stomach and ...	
<i>Expressing conditions</i>	If	there are lots of vibrations, the frequency is high. there are few vibrations, the sound has a low pitch.	
<i>Describing trends in the present</i>	The population People	is are	ageing. living longer.
<i>Talking about purpose</i>	Fish use their fins Turtles have a Shell Dolphins surface	to	swim. protect their body. breathe.
<i>Defining</i>	Nutrients are substances Diet is the food Blood vessels are tubes	which	our body needs to survive. someone normally eats. transport blood.

<b>Cognitive skills</b>	<b>Definition</b>
<b>Remembering</b>	thinking about things you know
<b>Identifying</b>	showing a relationship between things
<b>Ordering</b>	putting things in particular places
<b>Rank ordering</b>	puting in order of size, importance, success, etc.
<b>Defining</b>	saying what something or someone is
<b>Comparing &amp; contrasting</b>	finding similarities and differences
<b>Dividing</b>	separating into smaller groups
<b>Classifying</b>	putting things into groups according to their features
<b>Predicting</b>	saying what you think will happen
<b>Hypothesising</b>	suggesting what could happen or have happened without knowing if it is true
<b>Reasoning</b>	thinking why, what causes and what results in something
<b>Creative thinking / Synthesis</b>	producing imaginative ideas or thoughts from previous knowledge
<b>Evaluating</b>	saying if something is good useful, effective or not

# SOME OPERATIONAL TOOLS IN CLIL

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# CLIL: Visual organisers

Topic \_\_\_\_\_

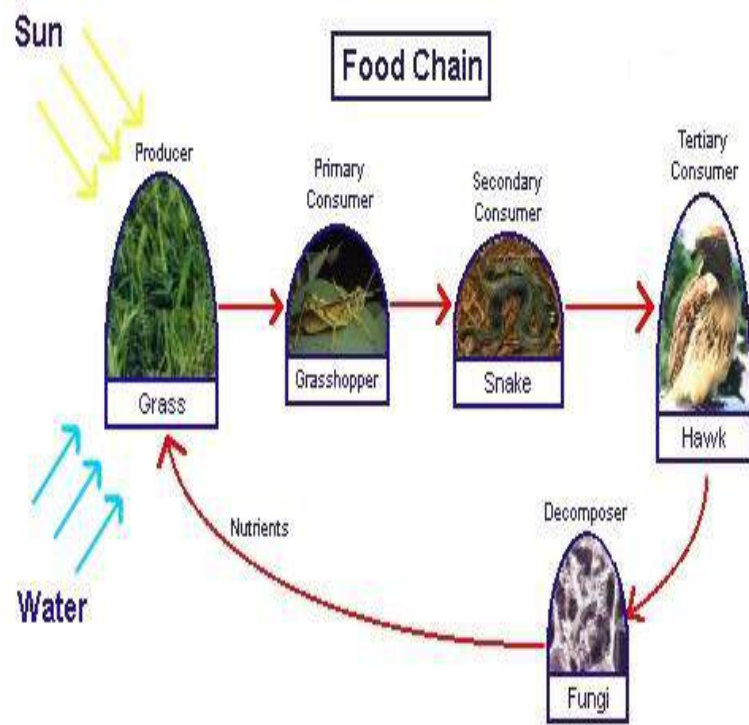
date \_\_\_\_\_

<u>K</u> now What I <i>think</i> I know	<u>W</u> onder What I <i>want</i> to know	<u>L</u> earn What I <i>learned</i>

mywarriorkids.com

What you already <u>know at the start</u> of the session <b>K</b>	What you <u>wonder</u> about the upcoming learning <b>W</b>	What you <u>have learned</u> at the end of the session <b>L</b>	Reflection on <u>how</u> you learned <b>H</b>

# Visuals to introduce a topic



to show process



to develop cognition



Set of visuals to start discussion



# Reading Strategies Bookmark



## Predict

Make a smart guess about what's going to happen next



## Clarify

Look closer when something is confusing



## Visualize

Imagine a picture in your mind



## Ask Questions

Ask questions to learn more



## Make Connections

Connect what you're reading to something else



## Summarize

Retell what happened in the story so far

<http://www.opencourtresources.com>

# READING

What is this story **mostly** about?  
RL.1.1

mystery? An animal?  
an adventure? jobs?  
people? how to do something? friends?  
a name? travel sports?  
learning a lesson?

Is this a fiction or **non-fiction** piece?  
RL.1.5



Who is telling this story?  
RL.1.6



a person?

an animal?

Who are the **characters**?  
RL.1.7



Can you **retell** this story?  
RL.1.2



First...  
Next...  
Then...  
Last!

Why are you reading this piece?  
RL.1.4a  
{information OR enjoyment}

What is the **setting**?  
RL.1.3



park



farm



ocean

What **type** of text is this?  
SL.1.2



book



magazine



internet article

# TOOLS FOR PLANNING CLIL

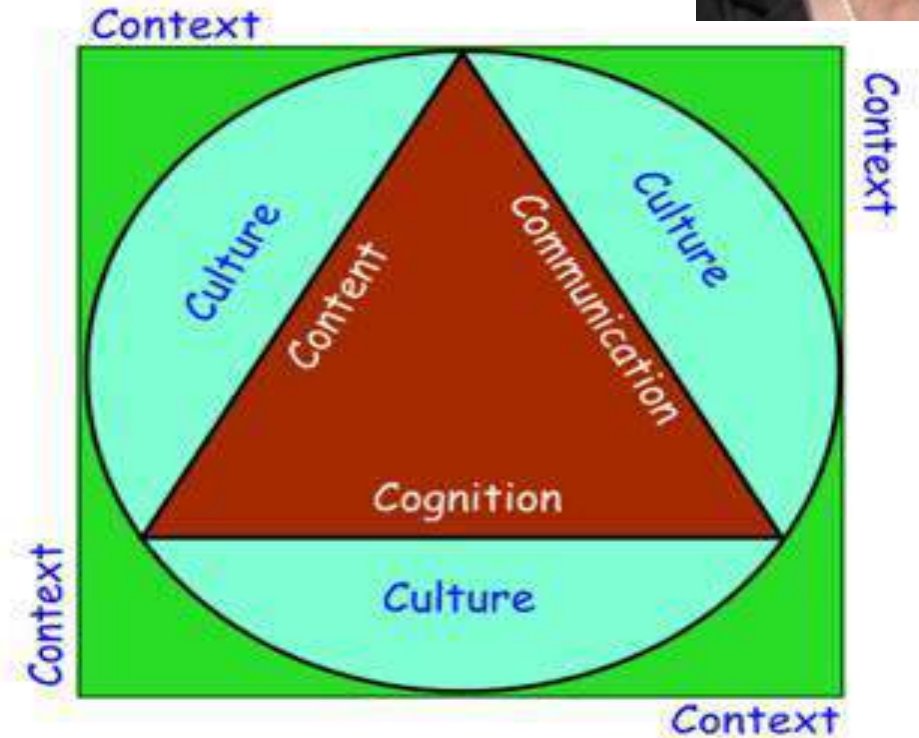
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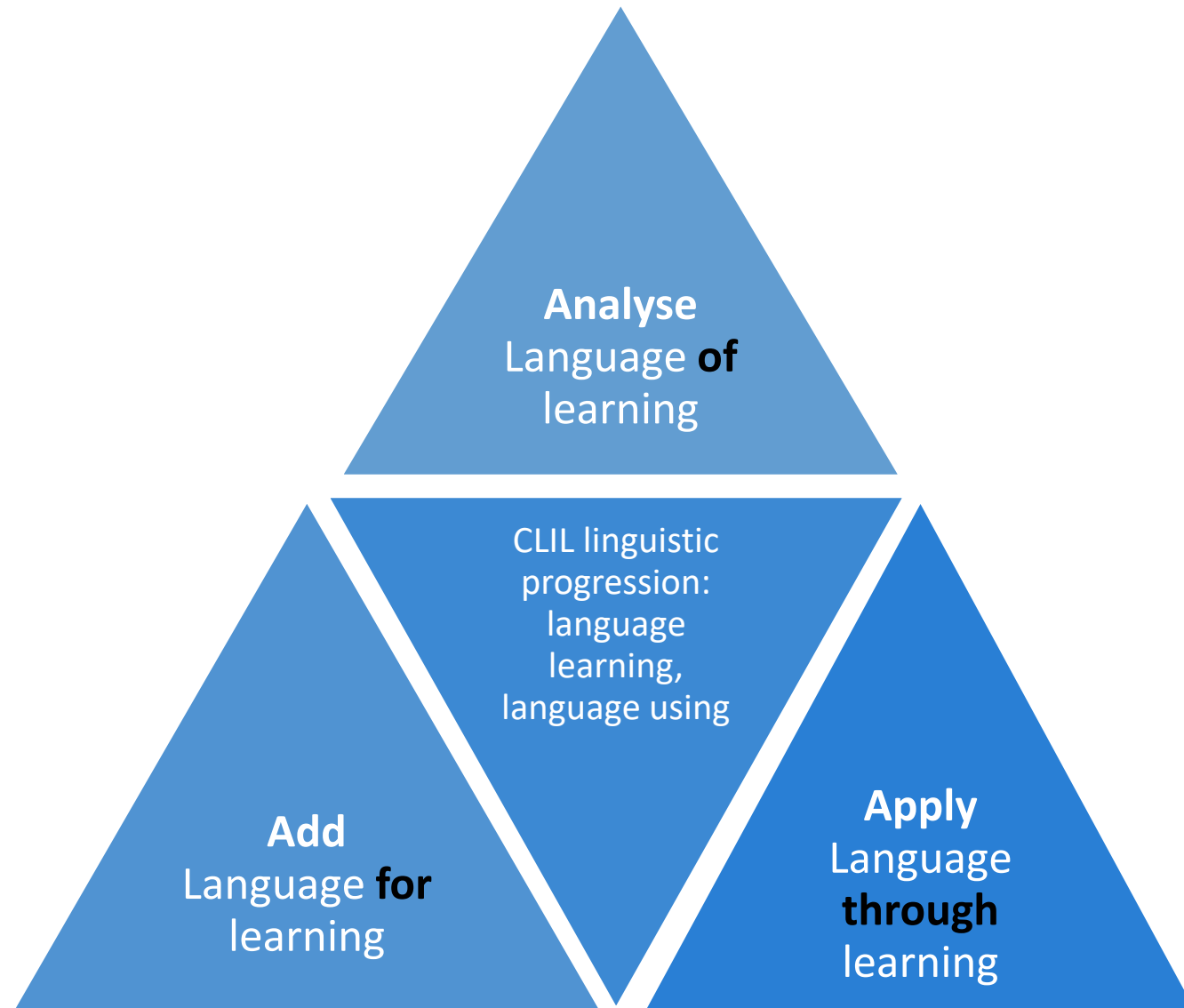
# The 4Cs Framework (Coyle, D. et al. 2010)



- **Content** (subject matter, themes, cross-curricular approaches)
- **Communication** (language learning and using. Increase STT, reduce TTT)
- **Cognition** (learning and thinking processes: thinking skills HOTS/LOTS)
- **Culture** (developing intercultural understanding and global/local citizenship - awareness of self and 'otherness')



# 3 A's – Language planning tool



## 3 A's - Analyse, Add, Apply

1. **ANALYSE** the language needed for learning (specific vocabulary and grammar structures): *Language **of** Learning*.
2. **ADD** the scaffolding, support, teaching strategies and questioning needed to ensure that the student will be able to accomplish the tasks set and that learning can happen: *Language **for** Learning*.
3. **APPLY** refers to the thinking skills that need to be incorporated into the lesson through different tasks to ensure understanding and learning: *Language **through** Learning*.

# 3As lesson planning tool

## **ANALYSE:** Language **of** learning.

Content obligatory language related to the subject theme or topic.

- Key phrases needed
- Key vocabulary

## **ADD:** Language **for** learning

Language needed to operate in a foreign language environment (for pair / group work, asking questions, debating, etc.)

- Learning how to learn
- Language for pair group
- Understanding instructions
- How to deal with not understanding

## **APPLY:** Language **through** learning

- Emerging language which needs to be captured, recycled and developed so that it becomes a part of the student's repertoire.
  - 'Dictionary use' for vocabulary extension

## **Language OF learning:**

\* **Key vocabulary:** *fish, octopus, dolphin, starfish, jellyfish, shark, angelfish, living/non-living things, sunlit, twilight and midnight, eat/ live in/live up to/weigh/jump/ swim up to.*

\* **Key structures:** *under the sea, in the water, are the main enemies of..., can it breathe/move/excrete/ get food/reproduce?*

## **Language FOR learning:**

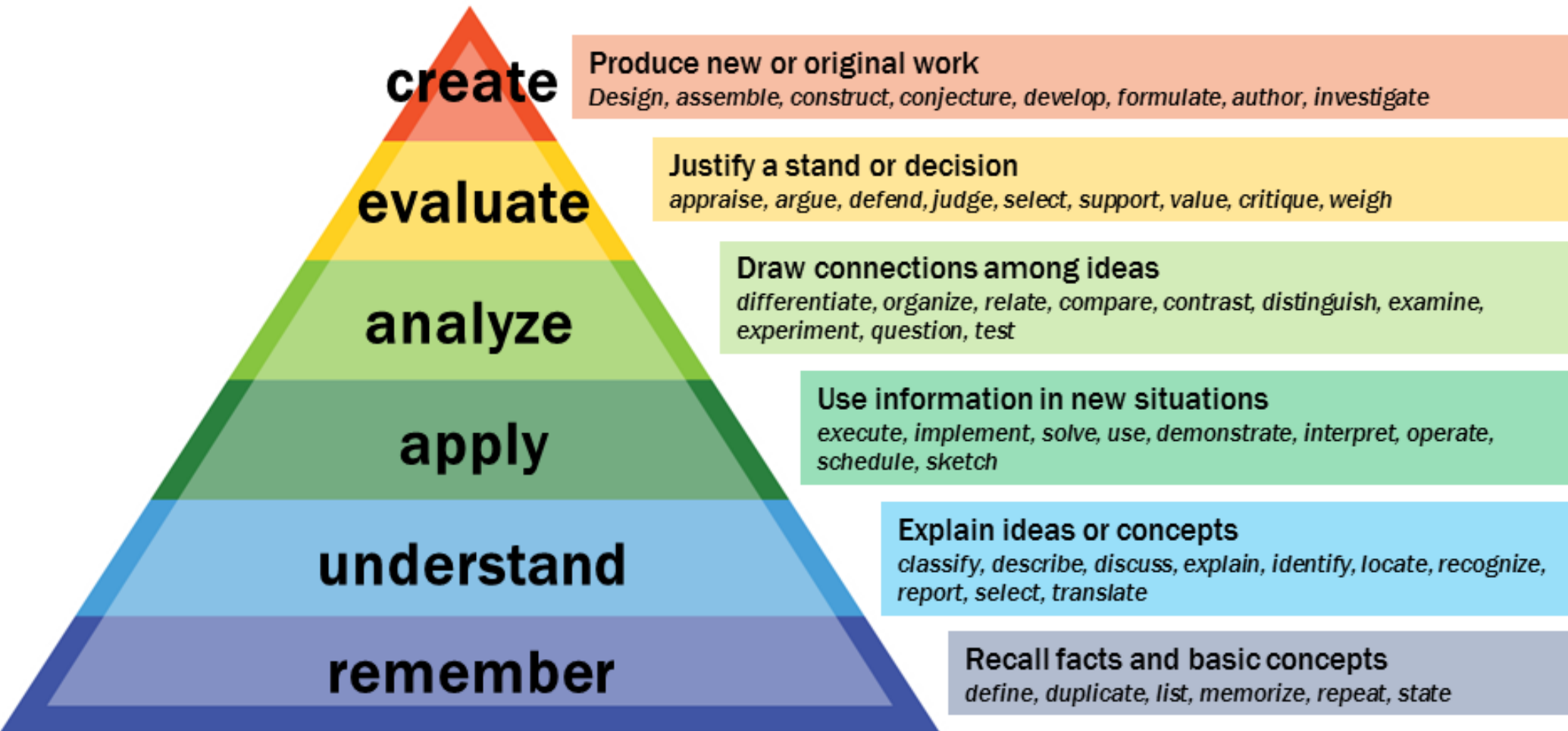
*I can see, We can find, there is/are. I would like to know more about...*

## **Language THROUGH learning:**

- Language needed to express previous knowledge and experiences related to the sea depths

# Tools for Planning CLIL

## Bloom's Taxonomy

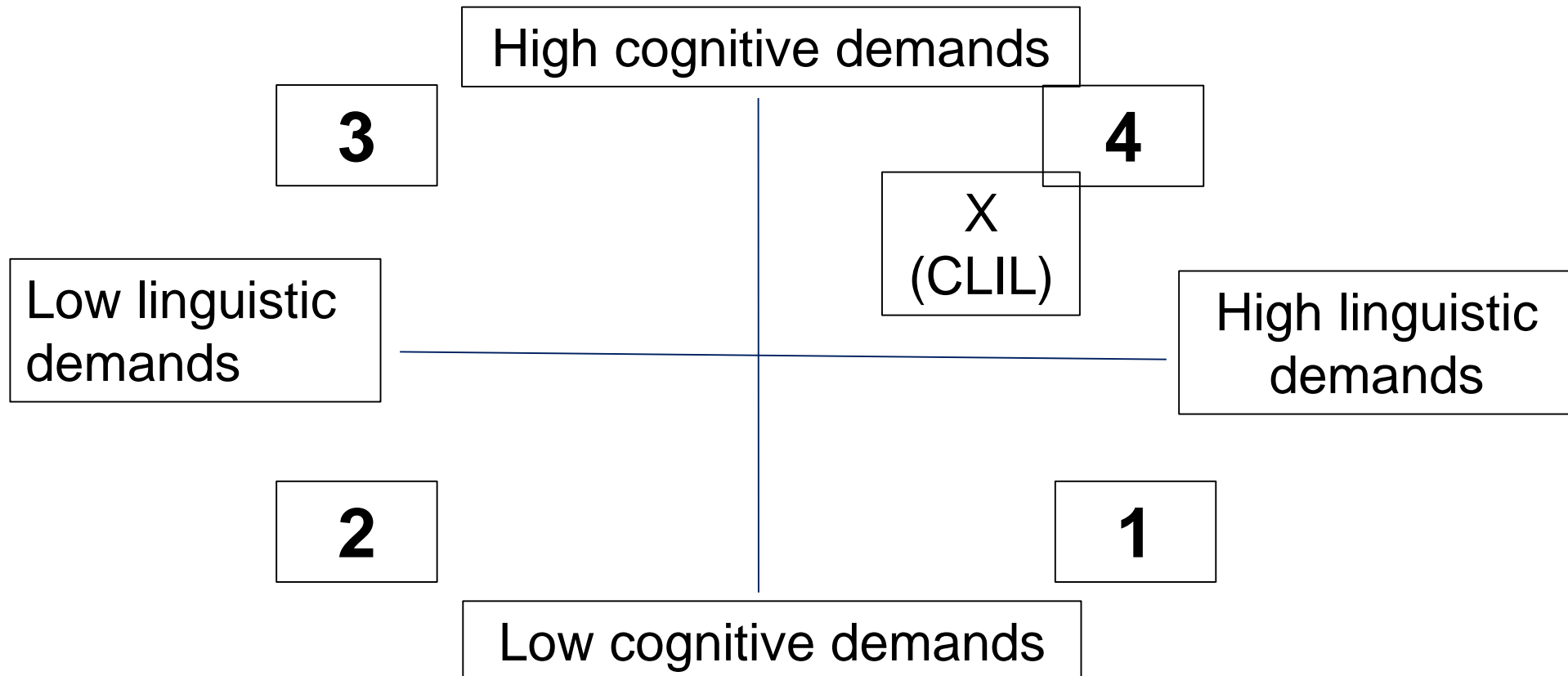


# Jim Cummins: BICS & CALP



- **BICS:** Basic Interpersonal Communication Skills (**Social language**)
- **CALP:** Cognitive Academic Language Proficiency (**Academic language**)
  - it takes learners at least 5 years to achieve CALP
  - recognise when learners should move from BICS towards CALP and provide support.

# Cummins' Matrix



[www.englishmatters.org](http://www.englishmatters.org)

[english@englishmatters.eu](mailto:english@englishmatters.eu)

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