

CLIL Content and Language Integrated Learning

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PO WER 2016 - Dwujęzyczność w I LO przyszłością uczniów i nauczycieli

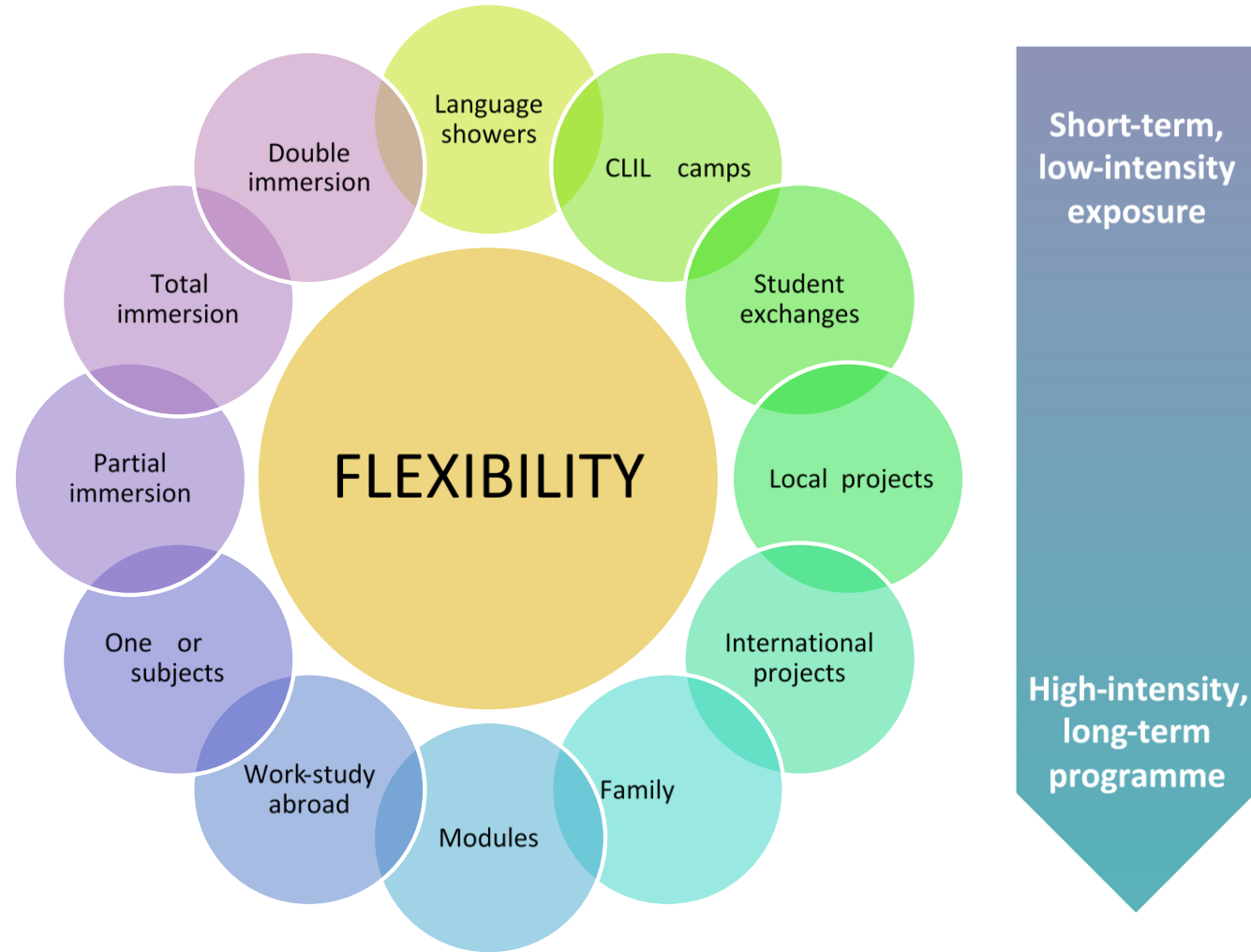
What is CLIL? Content and Language Integrated Learning...

- ▶ "...is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language."
- ▶ "... Involves using a language that is not a student's native language as a medium of instruction and learning for primary, secondary and/or vocational-level subjects such as maths, science, art, or business."

Mehisto, Marsh and Frigols (2008, p.9, p.11)



CLIL umbrella



CLIL themes

- ▶ Providing a variety of input
- ▶ Addressing both language and content
- ▶ Covering all four skills: listening, speaking, reading, and writing
- ▶ Making learners aware of register and genre
- ▶ Enabling meaningful communication
- ▶ Encouraging learner autonomy



CLIL themes

- ▶ Scaffolding learners' progress...
 - by activating prior knowledge
 - with, e.g. speaking frames
 - by sequencing activities in terms of cognitive and linguistic challenge
- ▶ Differentiating for a range of learners
- ▶ Promoting critical thinking
- ▶ Including a cultural element
- ▶ Using objective assessment criteria



Why CLIL?

- ▶ “CLIL has a major contribution to make to the European Union’s language learning goals. It can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings.”

European Commission (2003, p. 8)



The benefits of CLIL for learners

- ▶ CLIL learners are motivated
- ▶ CLIL learners develop cognitively and their brains work harder
- ▶ CLIL learners develop communication skills
- ▶ CLIL learners make new personal meanings in another language
- ▶ CLIL learners' language progresses more
- ▶ CLIL learners receive a lot of input and work effectively with that input



The benefits of CLIL for learners

- ▶ CLIL learners interact meaningfully
- ▶ CLIL learners learn to speak and write
- ▶ CLIL learners develop intercultural awareness
- ▶ CLIL learners learn about the 'culture' of a subject
- ▶ CLIL learners are prepared for studying in another language
- ▶ CLIL learners learn in different ways

(Dale & Tanner 2012, pp. 11-14)



Criticism of CLIL

- ▶ CLIL is rarely “two for the price of one” where it is implemented
- ▶ CLIL is no different from communicative language teaching or content-based language teaching
- ▶ Students can be just as sceptical about the immediate need for learning a foreign language when the content is academic
- ▶ CLIL is often provided on the basis of what is available, rather than what learners need



Criticism of CLIL

- ▶ CLIL requires that academic genres be learned, which may not always be relevant
- ▶ Some academics emphasise the importance of culture in CLIL, but English is important because of its global utility
- ▶ Attempting simultaneous language and content learning can hinder rather than reinforce the development of each
- ▶ In practice, CLIL is not egalitarian

(Bruton, 2013)



How to CLIL?

- ▶ Stage 1: A shared vision for CLIL
- ▶ Stage 2: Analysing and personalising the CLIL context
- ▶ Stage 3: Planning a unit
- ▶ The 4Cs Framework:
 - Content
 - Cognition (Bloom's Taxonomy)
 - Communication (The Language Triptych)
 - Culture



How to CLIL?

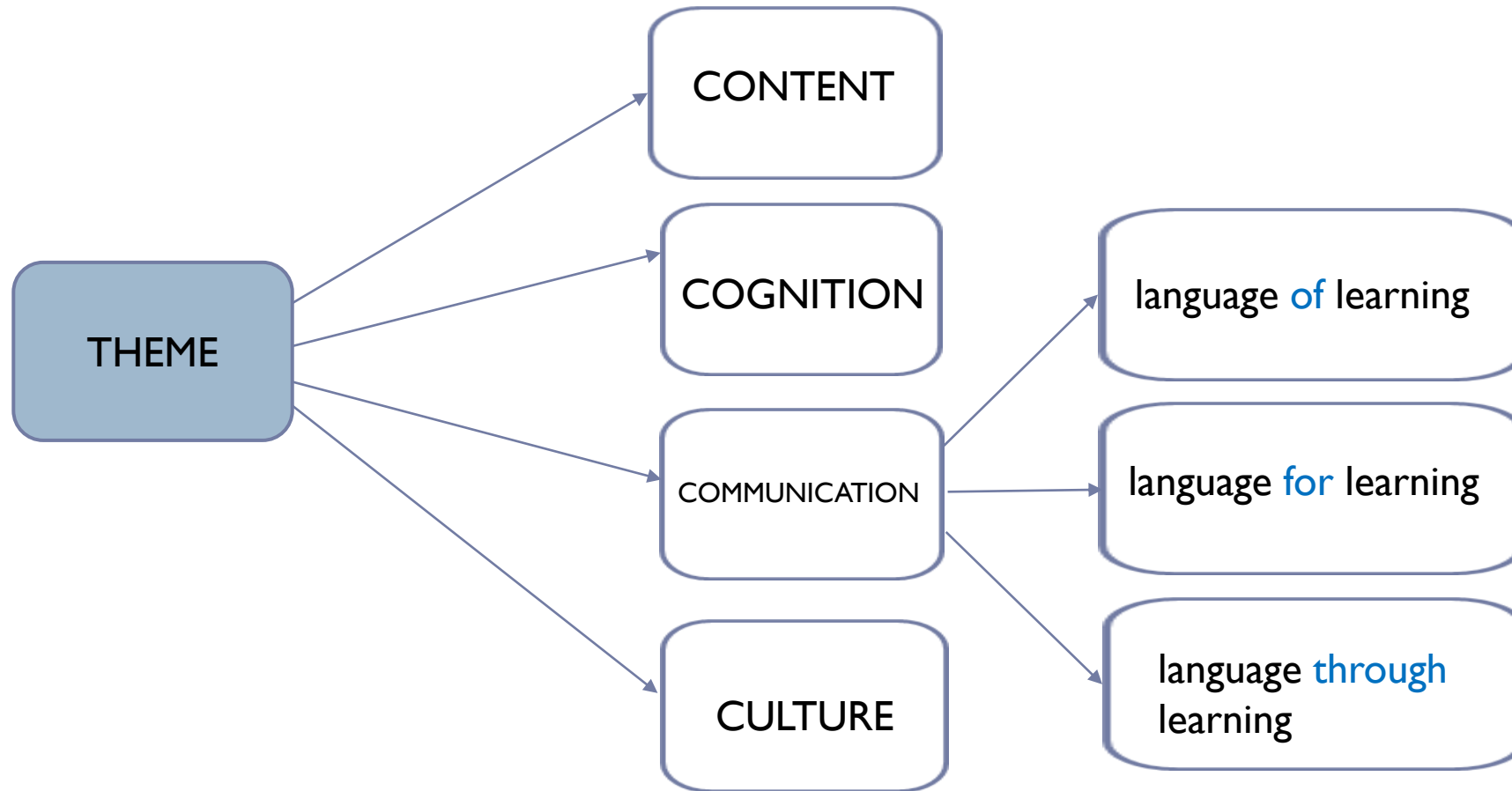
- ▶ Stage 4: Preparing the unit
- ▶ Stage 5: Monitoring and evaluating CLIL in action (The CLIL Matrix - Cummins' quadrants)
- ▶ Stage 6: Next steps – towards inquiry-based professional learning communities

(Coyle, Hood, & Marsh 2010)



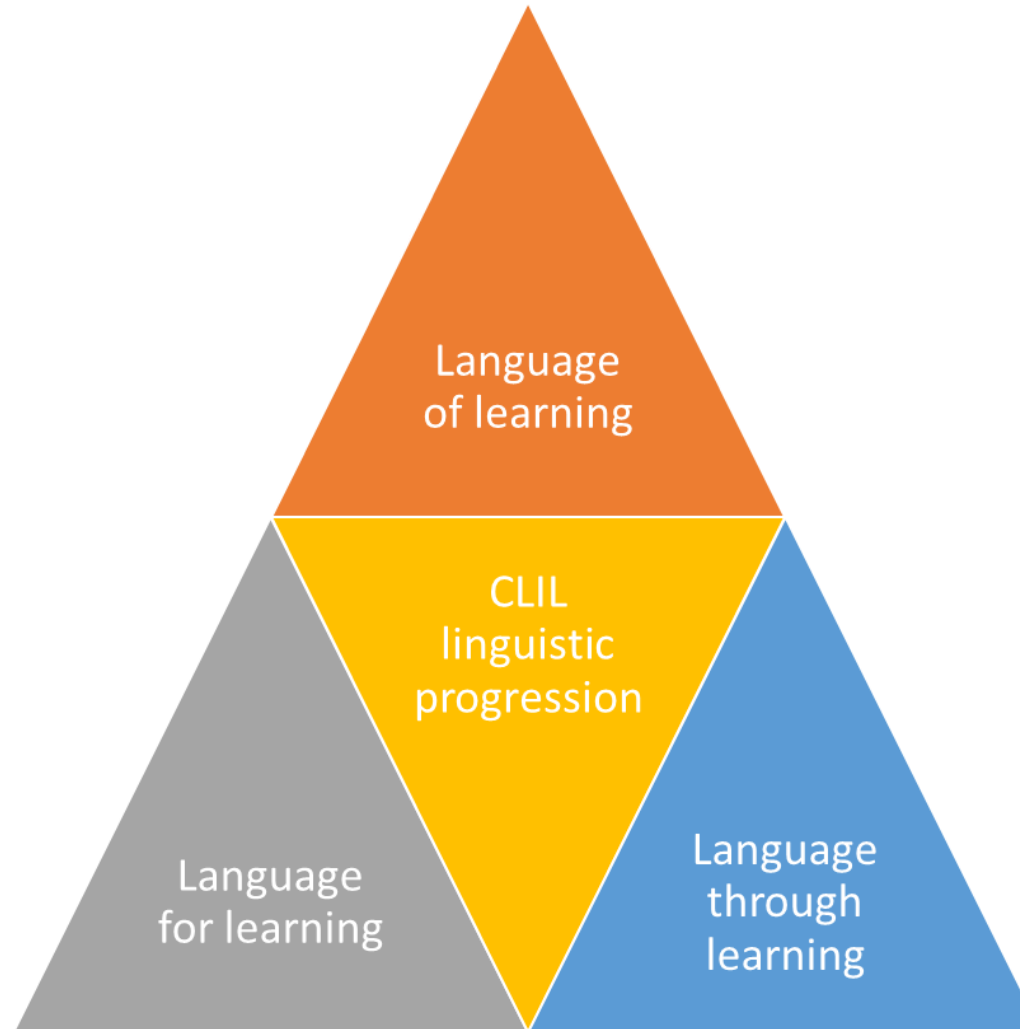
How to CLIL?

The 4Cs Framework (adapted from Coyle, Hood, & Marsh 2010, p. 56)



How to CLIL?

The Language Triptyc (adapted from Coyle, Hood, & Marsh 2010, p. 60)

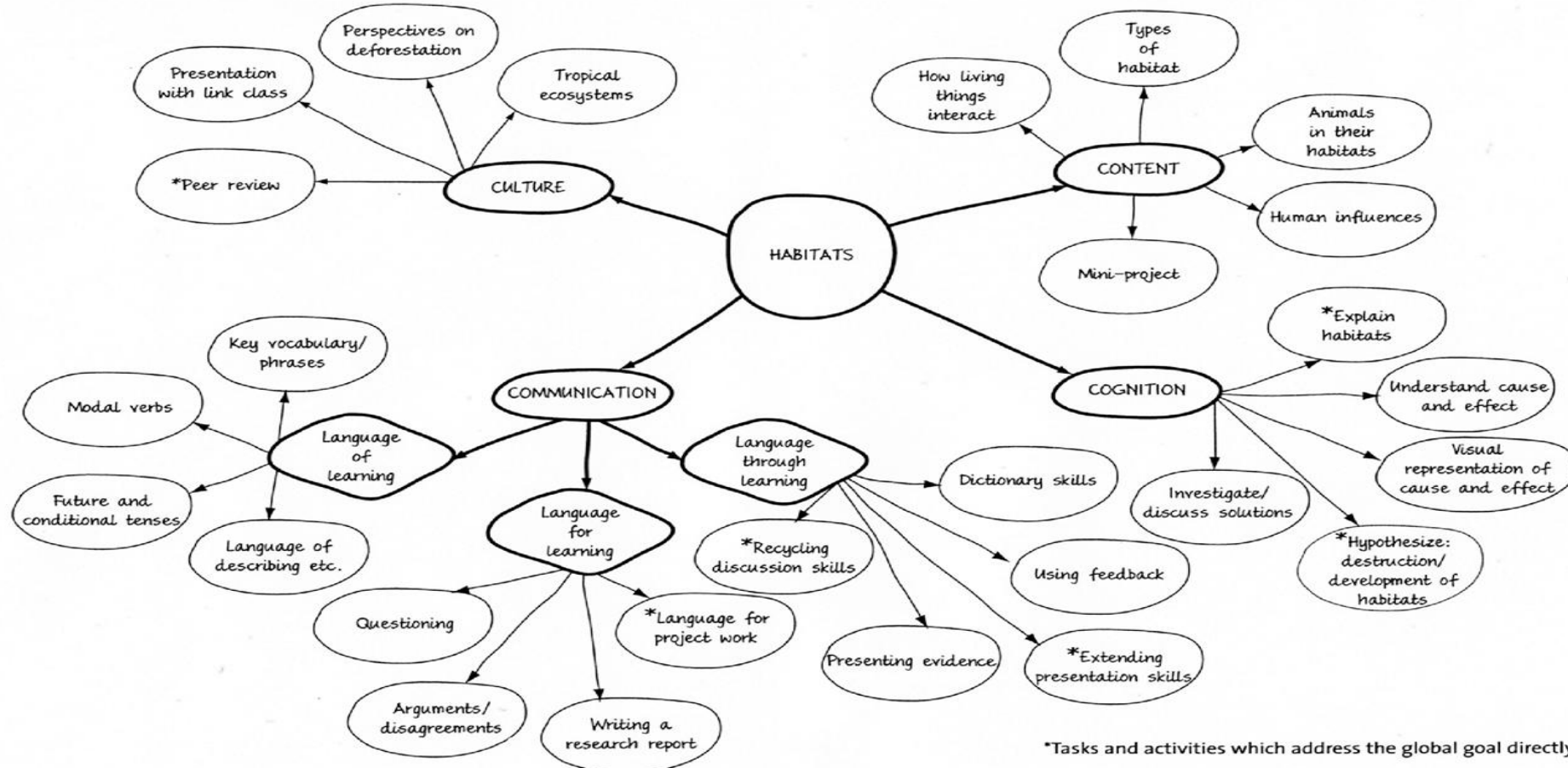


How to CLIL?

The 4C Framework (adapted from Coyle, Hood, & Marsh 2010, p. 56)

Figure 5: Habitats mind map

Global Goal: Encourage confident talk



How CLIL are you?

- ▶ “There is no single CLIL pedagogy.”

Coyle, Hood and Marsh (2010, p. 86)

- ▶ “This is true, but there are certainly characteristics which show that a CLIL classroom is different from a ‘standard’ classroom.”

Dale and Tanner (2012, p. 15)



How CLIL are you? Checklist:

Statements	always	often	sometimes	occasionally	rarely
ACTIVATING					
1. At the start of a lesson I find out what learners know about the topic.					
2. At the start of a lesson I find out what language related to the topic learners already know.					
3. I use visuals (photos, videos, drawings, etc.) to introduce new topics.					
4. I use hands-on activities (experiments, objects, etc.) to introduce new topics.					
5. I use graphic organisers (mind maps, tables, charts, diagrams), which learners complete, to find out and organise what learners know about a topic.					
6. I ask learners to talk to each other when I am activating their prior knowledge.					



How CLIL are you? Checklist:

Statements	always	often	sometimes	occasionally	rarely
GUIDING UNDERSTANDING					
7. I provide different sorts of input (multimodal input) — texts, pictures, real objects, videos, models — to help my learners understand the topic.					
8. I formulate and use different kinds of questions — some related to LOTS (lower-order thinking skills) and others related to HOTS (higher-order thinking skills) to help learners understand input and process information actively.					
9. I encourage my learners to interact in my classes and use a lot of pair and group work.					
10. I use graphic organisers or other forms of support to help my learners understand input.					
11. I use a number of strategies or activities to help learners improve their reading and listening skills.					
12. I work actively with my learners on developing their thinking skills.					



How CLIL are you? Checklist:

Statements	always	often	sometimes	occasionally	rarely
FOCUS ON LANGUAGE					
13. I use a variety of activities to help my learners to recycle vocabulary related to my subject.					
14. I help learners notice how language is used in my subject, for example we look together at the grammar or we work on the vocabulary of the subject.					
15. I help learners notice the similarities and differences between English and their first language.					
16. In my classes learners use a personal vocabulary file actively.					
17. I help my learners learn and use subject-specific terminology.					
18. I discuss ways of learning words with my classes					



How CLIL are you? Checklist:

Statements	always	often	sometimes	occasionally	rarely
FOCUS ON SPEAKING					
19. Learners often speak in English during my classes, i.e. I encourage spoken output.					
20. I use speaking frames or graphic organisers to support learners' speaking.					
21. I use a varied repertoire of speaking activities.					
22. I use a lot of pair and group work.					
23. My learners learn to speak about my subject for different audiences, informally and formally.					
24. I create speaking activities with information gaps so learners need to communicate.					



How CLIL are you? Checklist:

Statements	always	often	sometimes	occasionally	rarely
FOCUS ON WRITING					
25. Learners often write in English for me, i.e. I encourage written output.					
26. My learners learn to write different types of texts in my subject.					
27. I use writing frames or graphic organisers (e.g. diagrams, tables, model texts) to help my learners organise their writing.					
28. I help learners with the different stages in writing (brainstorming, organising ideas, drafting, editing).					
29. When learners write for me, they know what the aim is, who their audience is and the text-type they are writing.					
30. I help learners move from concrete to abstract language in their writing.					



How CLIL are you? Checklist:

Statements	Always	often	sometimes	occasionally	rarely
ASSESSMENT, REVIEW AND FEEDBACK					
31. I use a variety of ways to assess my learners on both content and language.					
32. My learners give each other feedback on their spoken/written language.					
33. I give feedback to my learners on their language.					
34. I give marks for my learners's use of language as well asfor my own subject.					
35. I provide clear assessment criteria when learners present or write for me.					
36. I know how to design and use a rubric.					



How CLIL are you? Scoring:

- ▶ After you have responded to each statement, you add up your scores as follows:

Always	4
Often	3
Sometimes	2
Occasionally	1
Never	0

- ▶ You should take the following comments on your scores with a pinch of salt of course - just as you would were you to do a quiz in a magazine picked up in a doctor's waiting room. However, your scores may be used as a general pointer to the areas of development you and CLIL colleagues need to work on. If you score low in a particular section, you can turn to the practical activities in Part 3 to see how to develop further.



How CLIL are you? Scoring:

- ▶ If you have a score of over 100, you are most likely a well-informed and experienced CLIL teacher who understands why you are teaching CLIL and how to put CLIL into practice. You realise that, as well as being a subject teacher, language learning and teaching is an integral part of your role as a CLIL teacher. You activate both language and content when you start a lesson or topic. You provide multimodal input and know how to select and adapt appropriate materials. You organise speaking and writing activities in your classroom and notice and deal with language errors. You assess your learners' subject knowledge and their language
-



How CLIL are you? Scoring:

- ▶ A score of between 75 and 100 shows that you are on our way to being an effective CLIL teacher who is applying many aspects of CLIL methodology in your classroom. However, you could think more about the language element of CLIL teaching and how to integrate language learning more with content learning



How CLIL are you? Scoring:

- ▶ If you have scored between 35 and 70, you are a teacher who is starting to integrate language with content. You probably do it on an ad hoc basis. You sometimes think about the language element in your subject lessons, but your lessons are mostly concentrated on subject knowledge and skills.



How CLIL are you? Scoring:

- ▶ A score below 35 means you are probably a beginning CLIL teacher who needs to start thinking about how to integrate more language into teaching practice.



Activating vocabulary – Guess the lesson (ideas)

precipitation

evaporation

groundwater

transpiration

condensation

runoff

- Guess the topic
- Can you add any words to this list?

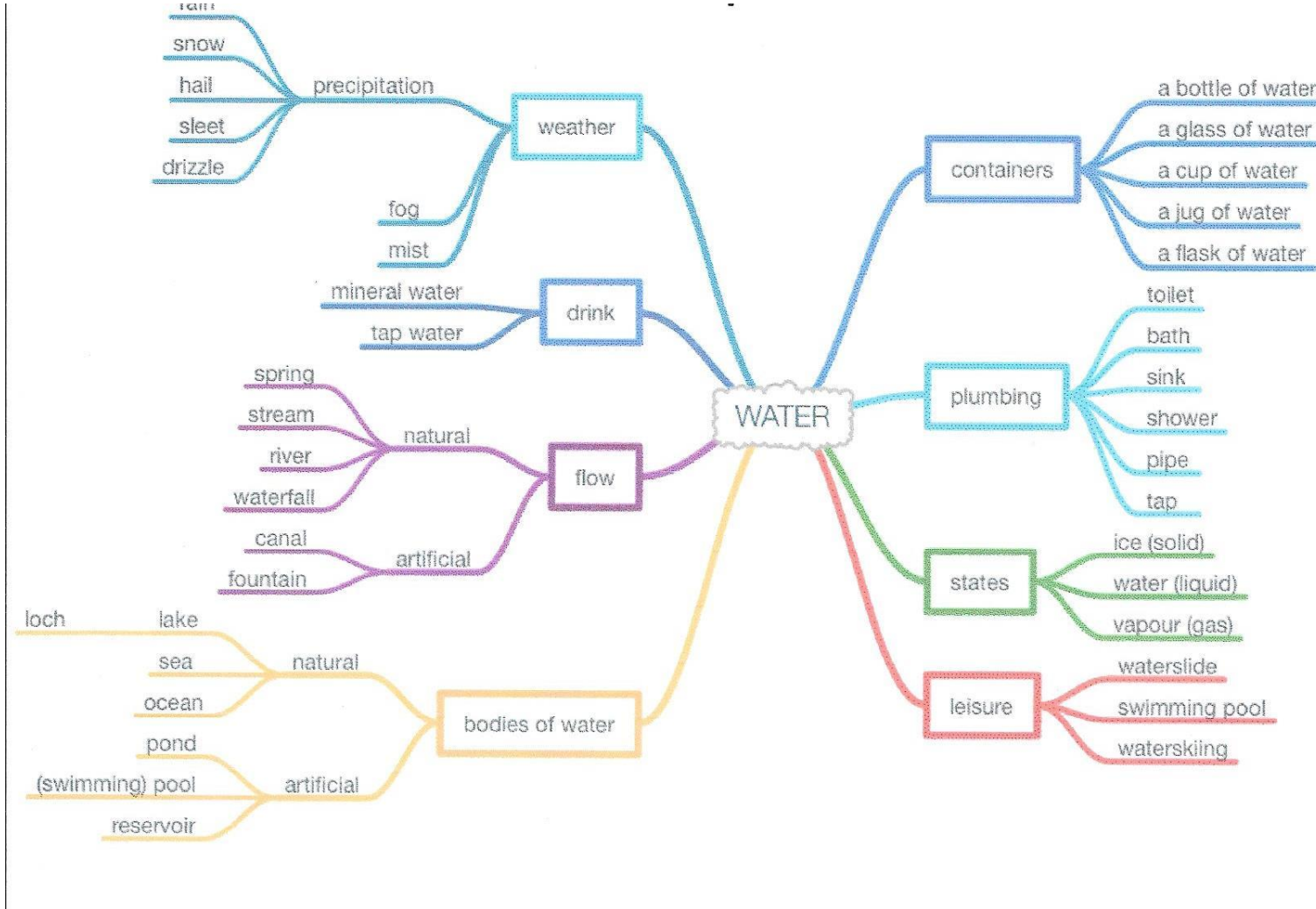


Activating vocabulary – The water cycle (ideas)

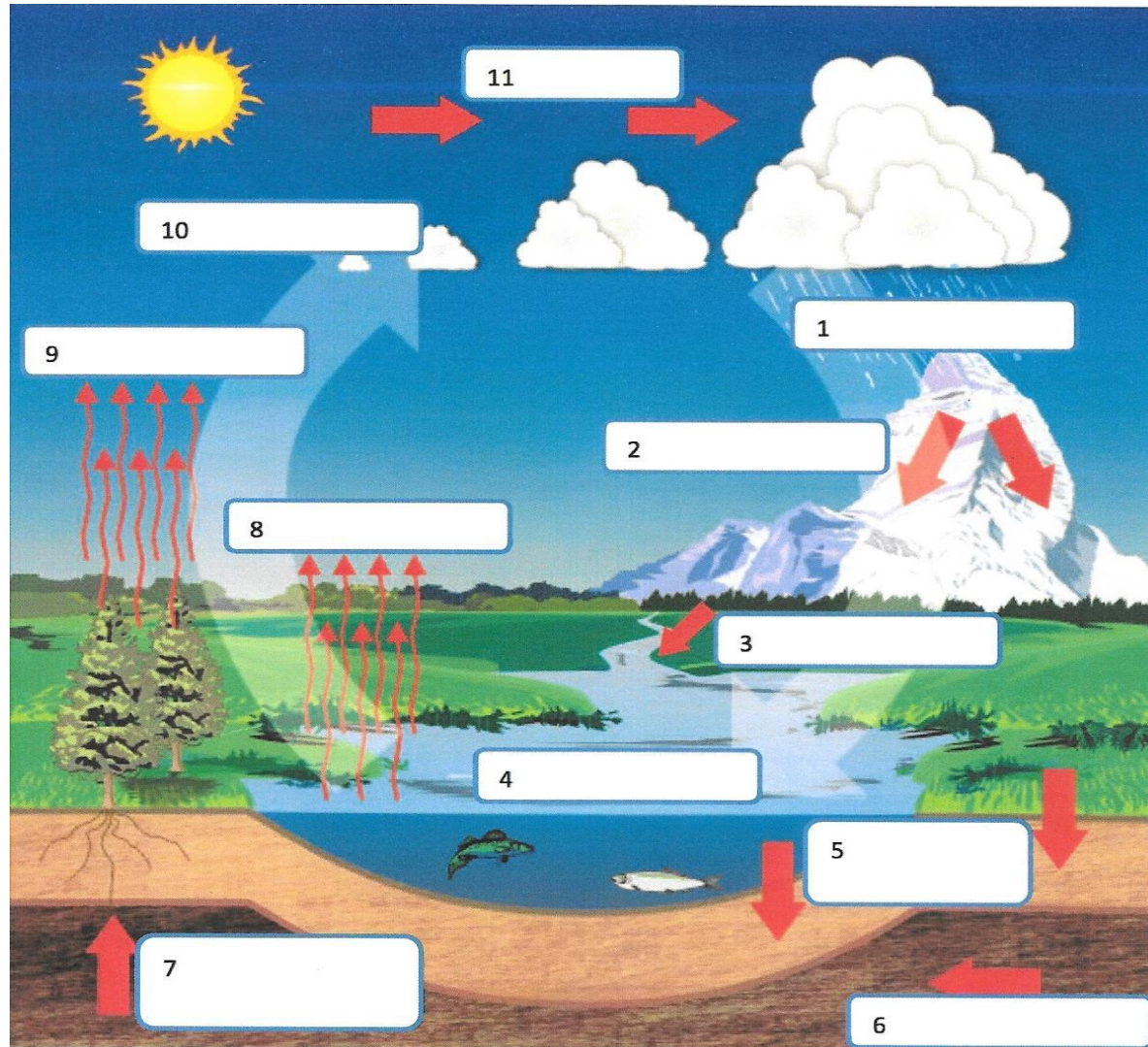
- ▶ Write down as many nouns related to water as you can in two minutes.
- ▶ Write down ten nouns related to water as quickly as you can.
- ▶ Write the best possible definition of “the water cycle” in exactly twenty words.
- ▶ Create the best possible illustration of the water cycle in three minutes.



Activating vocabulary - water – mind map



Activating vocabulary - water cycle illustration



Activating vocabulary - water cycle „snake”

the flow of water under the ground	Plant uptake
the absorption of water by plants in a process called osmosis	Evaporation
the process in which liquid water becomes water vapour in the air	Transpiration
the evaporation of water from plants through their stomata	Condensation
the process in which water vapour in the air turns into liquid water (in the atmosphere, this water appears as clouds)	Transport



Activating vocabulary - water cycle „snake”

the movement of water through the air from cloud to cloud	Precipitation
the process in which water falls from clouds in the sky (in the form of rain, snow, sleet, or hail)	Snowmelt runoff
the flow of melted snow over the ground, down mountains	Surface runoff
the flow of water over the ground in surface streams or rivers	Accumulation
the process in which water pools in large bodies (such as oceans, seas, and lakes)	Infiltration into groundwater
the movement of water into the ground	Groundwater flow



Activating vocabulary - water cycle „snake”

PROCESSES IN THE WATER CYCLE

- A) **Accumulation** — the process in which water pools in large bodies (such as oceans, seas, and lakes).
 - B) **Condensation** — the process in which water vapour in the air turns into liquid water. In the atmosphere, this water appears as clouds.
 - C) **Evaporation** — the process in which liquid water becomes water vapour in the air.
 - D) **Groundwater Flow**— the flow of water under the ground.
 - E) **Infiltration into Groundwater** — the movement of water into the ground.
 - F) **Plant Uptake** — the absorption of water by plants in a process called osmosis.
 - G) **Precipitation** — the process in which water falls from clouds in the sky (in the form of rain, snow, sleet, or hail).
 - H) **Snowmelt Runoff**— the flow of melted snow over the ground, down mountains.
 - I) **Surface Runoff** — the flow of water over the ground in surface streams or rivers.
 - J) **Transpiration**— the evaporation of water from plants through their stomata.
 - K) **Transport** — the movement of water through the air from cloud to cloud.
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Activating vocabulary - water cycle - odd one out

				Reason
red	yellow	blue	white	Examples: <i>white is the odd one out because it isn't a primary colour.</i> Or: <i>Yellow is the odd one out because it isn't in the Union Jack.</i>
rain	hail	sleet	snow	
bath	sink	toilet	shower	
bottle	cup	glass	jug	
evaporation	transpiration	condensation	precipitation	



CLIL materials

Analysing CLIL materials for linguistic and cognitive challenge

Checklist: language in lesson materials

1. Which type of text is your material? Does it recount, report, instruct, explain, persuade, discuss, predict or hypothesise?
2. Which level on the CEFR does a learner need to be able to use this material? See Appendix.
3. How do the reading tasks help the learners to make sense of the texts? How might you supplement these?
4. What listening is there involved? If there is none, how might you include some listening work?
5. Which tenses are used (present simple, present continuous, past simple, present perfect, etc.)?
6. What kinds of modal verbs (e.g. *can*, *could*, *might*) are there?
7. How long are the sentences? How complex are the sentences?
8. Which linking words are used?
9. Which other language features does the material have (e.g. prepositions, phrasal verbs, dates, *if*-sentences)?
10. Count the number of words you think your (average) learners will NOT understand per page (see section 2. *Challenges in guiding understanding*, pages 30–1).
11. Which important new vocabulary items in the material do your learners need to (a) recognise and (b) use actively? Which can they ignore?
12. Which chunks of language (or phrases) in the text are useful for your learners to learn?
13. How much does the material encourage speaking? If it doesn't, how might you design activities to encourage it?
14. How much does the material encourage writing? If it doesn't, what text-type(s) might be useful for your learners to write? Which audience can they write for?
15. What grammar and vocabulary will learners need to carry out the speaking or writing tasks in the material?

References (all materials provided by Inlingua Edinburgh)

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