CLIL

The basis of CLIL is that content subjects are taught and learnt in a language which is not the mother tongue of the learners.

- Knowledge of the language becomes the means of learning content
- Language is integrated into the broad curriculum
- Learning is improved through increased motivation and the study of natural language seen in context. When learners are interested in a topic they are motivated to acquire language to communicate
- CLIL is based on language acquisition rather than enforced learning
- Language is seen in real-life situations in which students can acquire the language. This is natural language development which builds on other forms of learning
- CLIL is long-term learning. Students become academically proficient in English after 5-7 years in a good bilingual programme
- Fluency is more important than accuracy and errors are a natural part of language learning. Learners develop fluency in English by using English to communicate for a variety of purposes
- Reading is the essential skill.

The advantages of CLIL

CLIL helps to:

❖Introduce the wider cultural context

❖Prepare for internationalisation

❖Access International Certification and enhance the school profile

❖Improve overall and specific language competence

❖Prepare for future studies and / or working life

❖Develop multilingual interests and attitudes

❖Diversify methods & forms of classroom teaching and learning

❖Increase learner motivation.

INTERRELATED TYPES OF LANGUAGE

- The balance between language and content involves three kinds of language, which are extracted from the language triptych:

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  1. language of learning - is the language needed for learners in order to access concepts and skills related to the topic;

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  2. language for learning - is the language needed to operate in foreign language classrooms (work in groups, asking questions, debating);

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  3. language through learning - is unplanned emerging language which appears in classrooms due to the high level of talk, interaction, and dialogic activity.

DEVELOPING THINKING SKILLS

WHAT ARE COGNITIVE SKILLS?

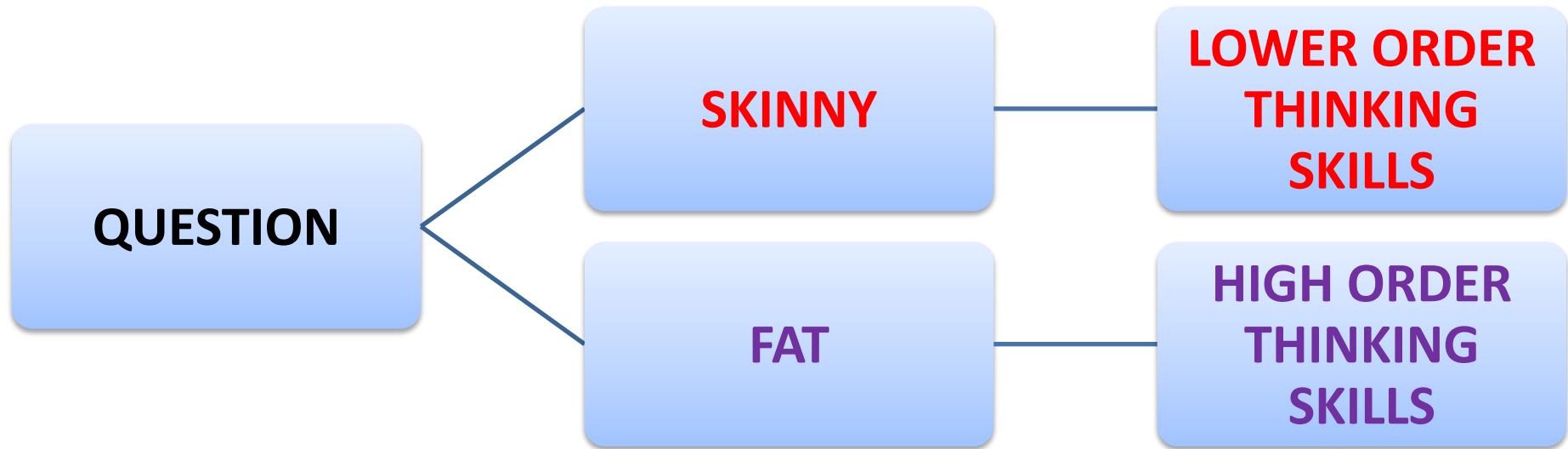Processes which our brains use when we learn or think!

Processes which our brains use when we learn or think!

What can we do to challenge our students ?

We should ask a **LOT** of questions.

The **Higher** the level of the questions, the

Higher the level of thinking and understanding

required to answer them !

TYPES OF QUESTIONS

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LOTS

1. How would you use …?
2. How would you plan to …?
3. What is the main idea of …?
4. Which statements support …?
5. What can you say about …?
6. What is …?
7. How is …?
8. Where is …?
9. How would you explain …?
10. What is the definition of …?

HOTS

1. How would you improve …?
2. What alternative can you propose …?
3. Why do you agree with the actions?
4. What would you recommend …?
5. What are the features of …?
6. What do you think …?
7. How would you classify …?
8. What is the function of …?
9. What conclusion can you draw …?

LINGUISTIC LEVELS

At WORD level:

Using labels or highlighting key content vocabulary by underlining, using capital Letters or bold font or adding word banks and glossaries of key content words
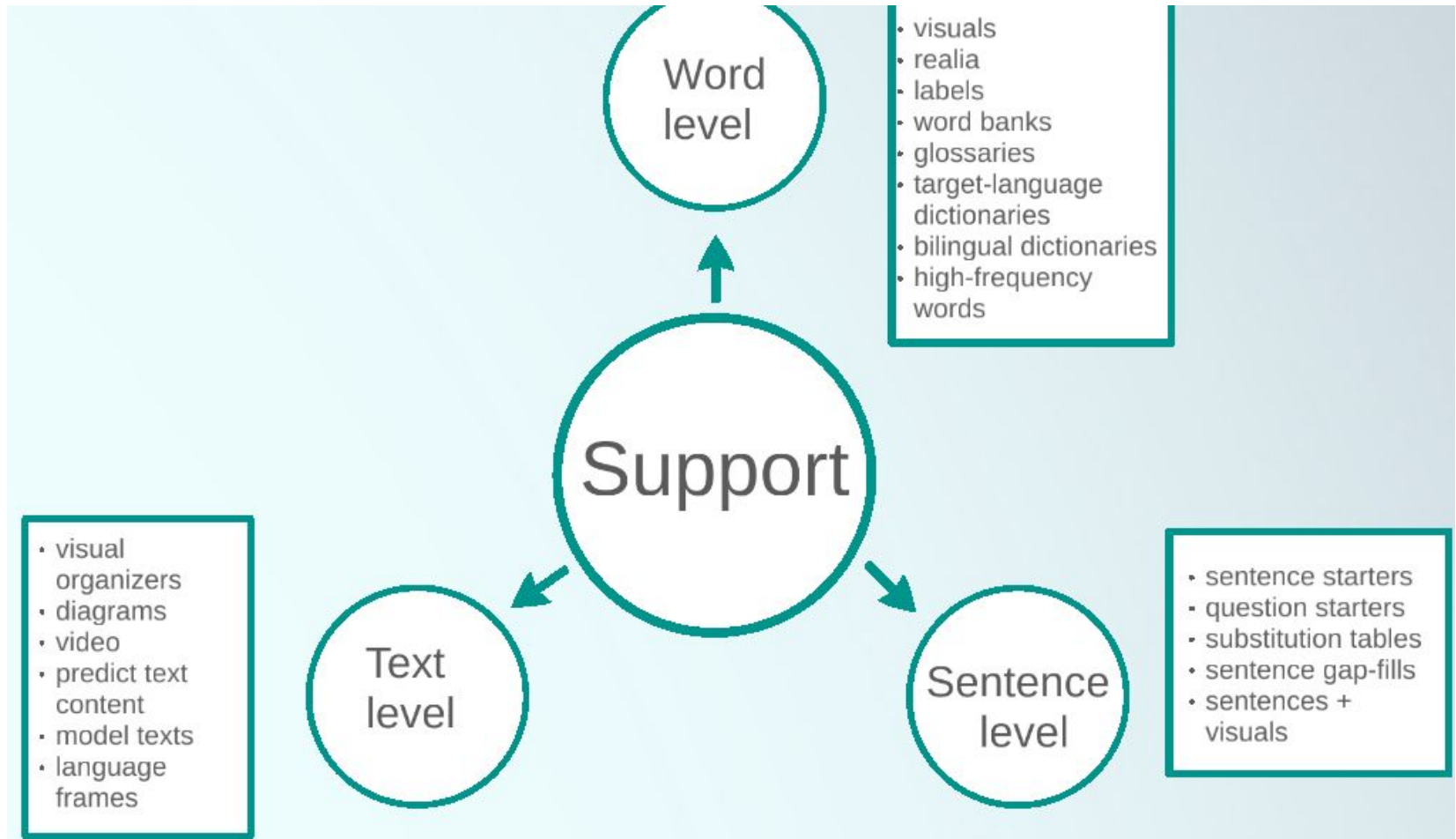
At SENTENCE level :

Including definitions and short explanations; simplifying and shortening sentences.

At TEXT level:

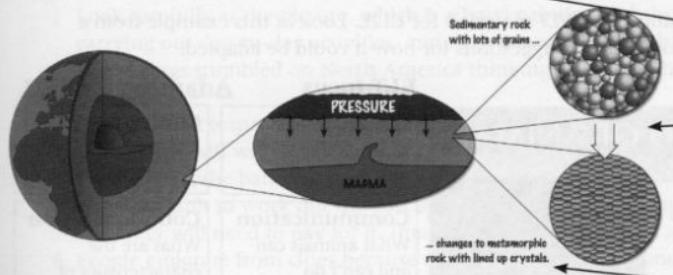Including visuals, diagrams, animation and visual organisers

LINGUISTIC LEVELS

Word level
- visuals
- realia
- labels
- word banks
- glossaries
- target-language dictionaries
- bilingual dictionaries
- high-frequency words

Support

Text level
- visual organizers
- diagrams
- video
- predict text content
- model texts
- language frames

Sentence level
- sentence starters
- question starters
- substitution tables
- sentence gap-fills
- sentences + visuals

ADAPTING MATERIAL

example of adaptation

Requirements for texts

1. **Texts must be accompanied by illustrations so that learners can visualise what they are reading.**

2. **Need structural markers in texts to help learners find their way through the content. These markers may be linguistic (headings, sub-headings)**

3. **Texts must be represented diagrammatically.**

Texts represented diagrammatically

These structures are known as 'ideational frameworks' or 'diagrams of thinking', and are used to help learners categorise the ideas and information in a text.
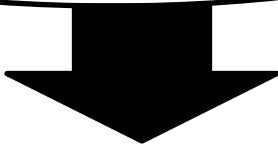
Diagram types include tree diagrams for classification, groups, hierarchies, flow diagrams and timelines for sequenced thinking such as instructions and historical information, tabular diagrams describing people and places, and combinations of these.

Here is a paragraph from a text on fashion:

The miniskirt is a skirt whose hemline is high above the knees (generally 200-300 mm above knee-level). Its existence is generally credited to the fashion designer Mary Quant, who was inspired by the Mini Cooper automobile, although André Courrèges is also often cited as its inventor, and there is disagreement as to who invented it first.

The language to be looked at in a passage like this falls into three categories - subject specific, academic and other lexis including fixed expressions and collocations:

Subject specific	Academic	Other language
miniskirt hemline knee-level fashion designer	credited designer cited invented	above the knee(s) credited to inspired by cited as disagreement as to

Tasks for students
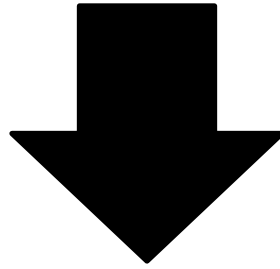
There is little difference in task-type between a CLIL lesson and a skills-based ELT lesson. A variety of tasks should be provided, taking into account the learning purpose and learner styles and preferences.

The treatment of this lexis has the following features:

❖Noticing of the language by the learners

❖Focus on lexis rather than grammar

❖Focus on language related to the subject. Level and grading are unimportant

❖Pre-, while- and post-reading tasks are as appropriate in the subject context as in the language context.

Receptive skill activities are of the 'read/listen and do' genre. A menu of listening activities might be:

- Listen and label a diagram/picture/map/graph/chart

- Listen and fill in a table

- Listen and make notes on specific information (dates, figures, times)

- Listen and reorder information

- Listen and identify location/speakers/places

- Listen and label the stages of a process/instructions/sequences of a text

- Listen and fill in the gaps in a text

Tasks designed for production need to be subject-orientated, so that both content and language are recycled. Since content is to be focused on, more language support than usual in an ELT lesson may be required.

❑**Typical speaking activities include:**

❑**Question loops - questions and answers, terms and definitions, halves of sentences**
❑**Information gap activities with a question sheet to support**
❑**Trivia search - 'things you know' and 'things you want to know'**
❑**Word guessing games**
❑**Class surveys using questionnaires**
❑**20 Questions - provide language support frame for questions**
❑**Students present information from a visual using a language support handout.**

Assessment in CLIL lessons

Assessing Content

o Factual knowledge (checking detail)

o General understanding (major points)

o Ability to manipulate the content, using higher-level thinking skills such as interpretation, analysis, synthesis or application.

o Ability to research more independently and extend the topic knowledge beyond what has been presented by the teacher

Assessing Language

We need to be sure which aspect of language we are assessing: It could be the ability to:

o Recall subject-specific vocabulary.

o Operate functionally, using appropriate language structures and forms to discuss and disagree, ask effective questions, report in appropriate language structures, and so on.

o Listen or read for meaning.

o Present or discuss effectively.

o Demonstrate thinking/reasoning in the CLIL language.

o Show awareness of grammatical features of the language.

We can assess language through a variety of approaches:
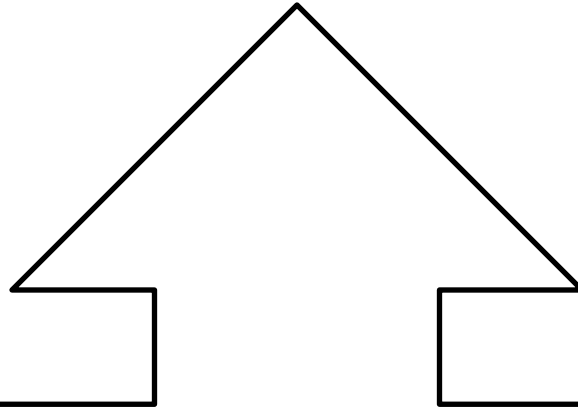
o Selected- response: true/false, matching, multiple choice.

o Constructed -response: fill-in, short answers, performance assessments.

o Personal- response: conference, portfolio, essay writing, oral reports, self- and peer-assessment, interviews.

Assessment tools in CLIL lessons:

Ø Portfolios and dossiers (language and subjects).

Ø Classroom diaries and observation grids.

 Ø Self- and Peer-assessment worksheets.

Ø Group work / interaction assessment grids

Ø Task performance grid (accuracy, presentation, support, etc).

Ø Tests in different format and with the possibility of using

manipulative material.

Alternative Assessment Formats

1.- Recording to a grid:

Ø It requires little language knowledge to stimulate content recall.

Ø It activates / organizes thinking.

Ø Once completed, the grid can be used for a further task, involving pair work (negotiating).

2.- Reading visual texts of all types:

Ø Matching pictures to vocabulary.

Ø True / false.

Ø Gap-filling from a box.

Ø Decision task: two versions are given and the correct one has to be chosen **3.- Matching information:**

Ø With this format, demonstrating comprehension should always involve real decision based on concept understanding (ex.: matching sentence halves).

Ø The focus is on meaning.

4.- Labelling:

Ø The simplest of all the productive formats, it comes in single-word form.

Ø Very useful at elementary level, or in the introduction-phase of the lesson.

5.- Other productive formats:

Ø They are more complex.

Ø When you want your students to speak or write, they need a model.

Ø They also need scaffolding activities (note-taking, fill-in a grid).

Ø First in pairs / groups, then individually