



Introduction to CLIL

EUROPASS 2022

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

Principles of CLIL

THE 4 CS

CONTENT

The subject being taught- Maths, Science, Geography, Drama etc. What concepts do the students need to understand?

COMMUNICATION

What language is needed for the students to communicate in the lesson? What skills will they use? (Reading, writing, listening, speaking)

COGNITION

What thinking skills are required? Remembering facts, analysing data, creating original work etc.

CULTURE

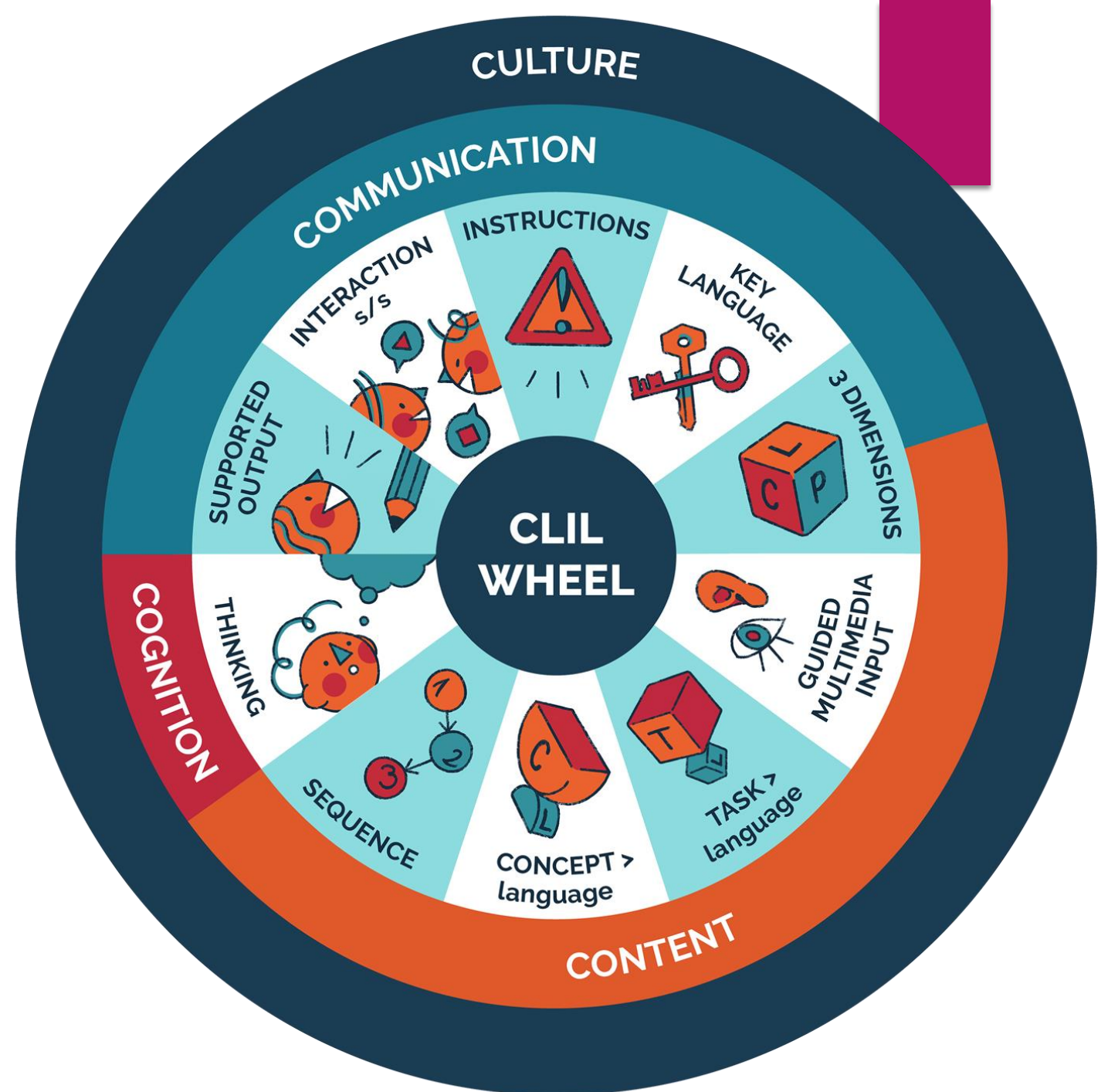
What elements of culture, community or citizenship are present? Does the lesson support awareness of self and others?.

CONTENT

COMMUNICATION

COGNITION

CULTURE



Discussion:

How are the 4
Cs included in
your classroom?



Content

Content

- ▶ It's important to note that "Content" is the first word in CLIL.
- ▶ The main goal: all the content of the syllabus is covered.
- ▶ In a CLIL lesson, the teacher considers not just the content (the ideas or concepts being taught) but also the skills and language needed to understand and work with them.

3 Dimensions of a CLIL lesson

Concepts

Procedures

Language

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

Example: A science objective for 12 year old CLIL students:

Objective: To differentiate between the planets in the solar system

Concept

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

Concept and procedures

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

Concept, procedures and language.

Concepts



Ideas to be acquired:

- That the planets are different
- What those differences are

Procedures



Cognitive skills to be used:

- Interpreting
- Transcribing,
- Producing descriptions

Language

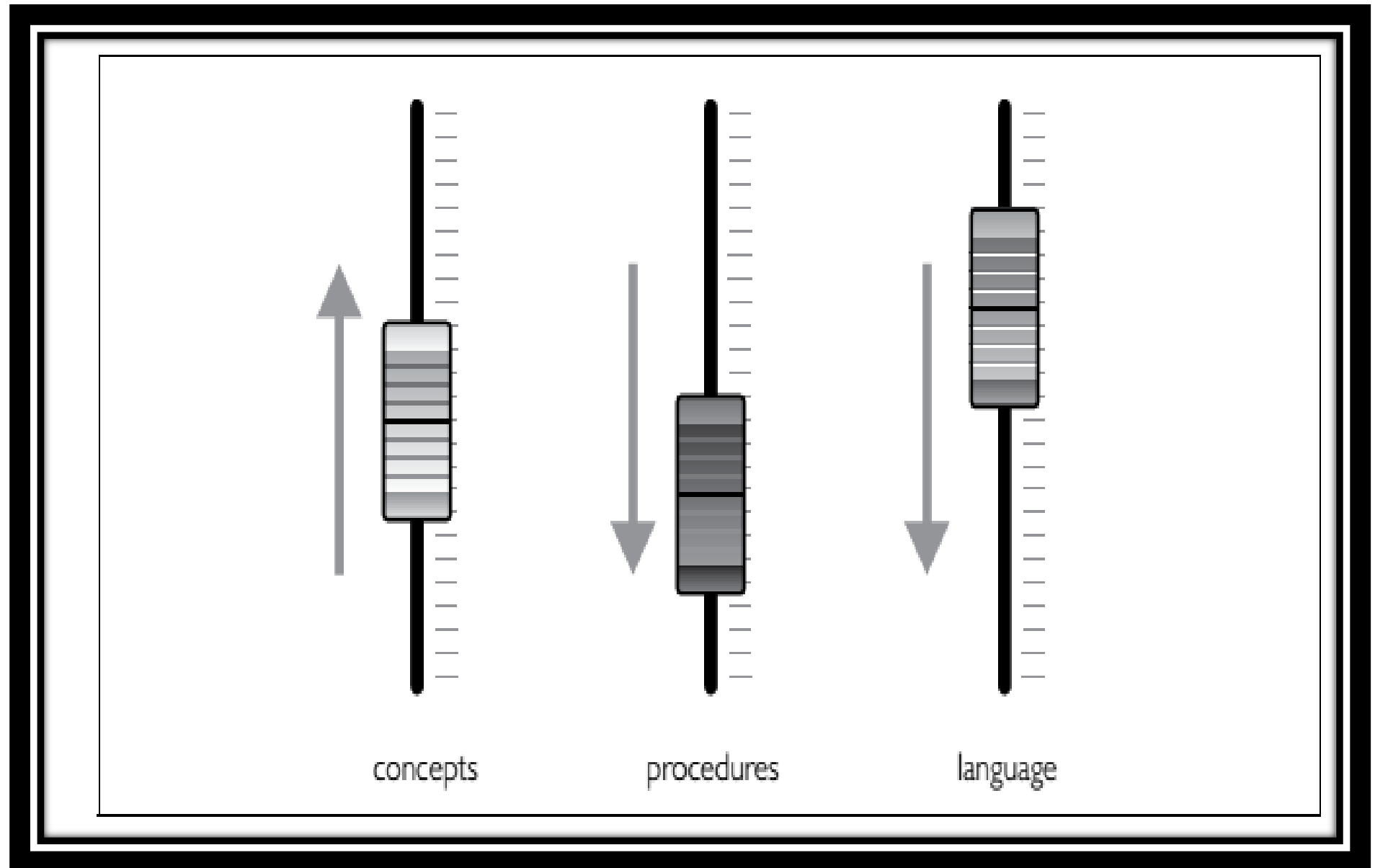


Language needed:

- Adjectives
- Comparatives and superlatives
- Distance vocab

Mixing Desk Analogy

(Ball, Kelly & Clegg)



Discussion:

Which do you focus on most in your lessons: concepts, procedures or language?

Which do you focus on least?



Communication

BICS and CALP (Jim Cummins)

BICS

Basic Interpersonal Communicative Skills

- ▶ Language skills needed for social, conversational situations
- ▶ Usually achieved after 2-3 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

Guess, wonder

Take away

Same

Many

CALP

Laws, theorem, regulations

Subtract

Method

BICS

Guess, wonder

Rules

Take away

Same

Way, plan

Many

CALP

Estimate, speculate

Laws, theorem, regulations

Subtract

Identical, indistinguishable

Method

Numerous, innumerable

BICS & CALP in L1 contexts

Let us not forget that in L1 academic contexts, a 12 year-old student in a typical day may encounter:

- 09:00: Biology- with the language of the functions of the respiratory system
- 10:00 : Maths - the language of multiplying fractions
- 11:00: Lunch break - revert to BICS in the playground -"Hey, what's up?"
- 11:30: Physics - the language to talk about mass, force and weight
- 12:15: History - 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

Teacher's role in language development

Activating previous knowledge of the subject	Introducing / Adding new information on the subject	Performing tasks on /with the new subject info	Assessment – quiz, test, presentation, reflection
often BICS type language	new CALP language	using the CALP language	working with CALP language (+ BICS)

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

Remember...

L1 IS **NOT** THE ENEMY!

Discussion:

How is the balance between BICS and CALP in your classroom?



Cognition

Types of Knowledge

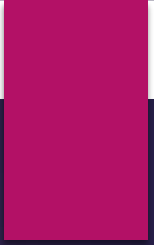
Declarative knowledge

- ▶ E.g. facts and figures
- ▶ Knowledge which is in the memory and can be retold or 'declared' to someone
- ▶ "Paris is the capital of France."

Functional (procedural) knowledge

- ▶ E.g. How to use facts and figures
- ▶ Performing actions using the knowledge (reasoning, problem solving...)
- ▶ "If Paris is the capital of France, then that is probably where their government is."

Good education is effectively a journey transferring one to the other



A word to the wise: of the approximately 80,000 questions asked on average annually by teachers,



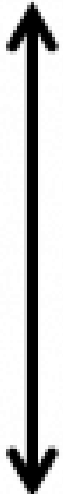
80 per cent are at the lowest level of thinking – factual knowledge.



(Gall 1984; Watson/Young 1986 in Mehisto et al. 2008)

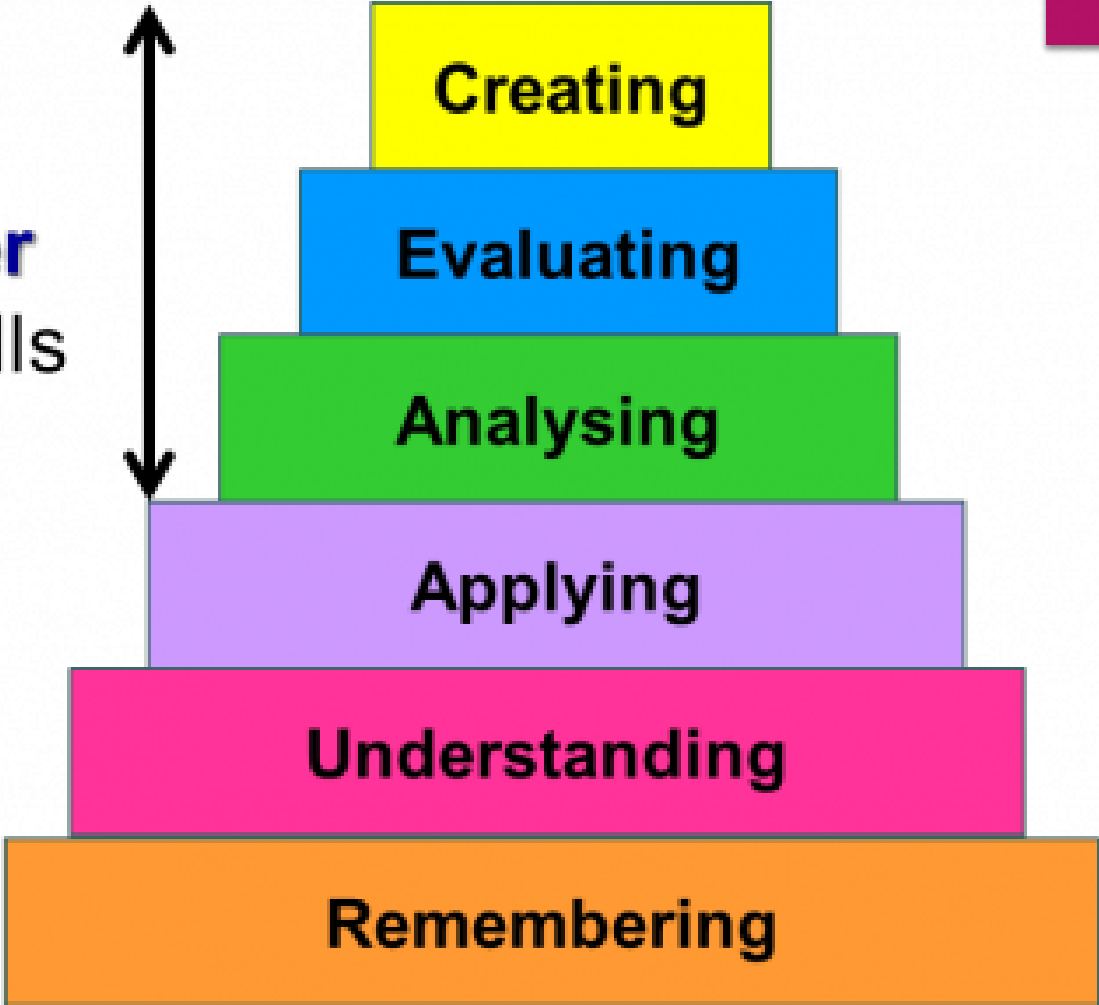
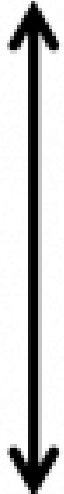
HOTS

High order
thinking skills



LOTS

Low order
thinking skills



Creating

Evaluating

Analysing

Applying

Understanding

Remembering

HOTS	Higher order thinking skills
Creating	making, designing, constructing, planning, producing, inventing
Evaluating	checking, hypothesizing, experimenting, judging, testing, monitoring, rating, assessing
Analysing	comparing, organizing, outlining, finding, structuring, integrating, devising, illustrating
LOTS	Lower order thinking skills
Applying	implementing, carrying out, using, solving, demonstrating
Understanding	comparing, explaining, classifying, exemplifying, summarizing, labelling
Remembering	recognizing, listing, describing, identifying, retrieving, naming, finding, defining

Discussion:

Think of at least one specific task you can do to promote each skill.

KNOWLEDGE -REMEMBERING POTENTIAL ACTIVITIES AND PRODUCTS	COMPREHENSION POTENTIAL ACTIVITIES AND PRODUCTS	APPLICATION POTENTIAL ACTIVITIES AND PRODUCTS
<ul style="list-style-type: none"> • Make a list of the main events. • Make a timeline of events. • Make a facts chart. • Write a list of any pieces of information you can remember. • List all the in the story/article/reading piece. • Make a chart showing... 	<ul style="list-style-type: none"> • Cut out or draw pictures to show a particular event. • Illustrate what you think the main idea was. • Make a cartoon strip showing the sequence of events. • Write and perform a play based on the story. • Retell the story in your words. <p style="text-align: center;">Paint a picture of some aspect you like.</p> <ul style="list-style-type: none"> • Write a summary report of an event. • Prepare a flow chart to illustrate the sequence of events. 	<ul style="list-style-type: none"> • Construct a model to demonstrate how it will work. • Make a scrapbook about the areas of study. • Take a collection of photographs to demonstrate a particular point. • Make up a puzzle game using the ideas from the study area. • Make a clay model of an item in the material. • Design a market strategy for your product using a known strategy as a model. • Paint a mural using the same materials.
ANALYSIS POTENTIAL ACTIVITIES AND PRODUCTS	SYNTHESIS – CREATIVITY POTENTIAL ACTIVITIES AND PRODUCTS	EVALUATION POTENTIAL ACTIVITIES AND PRODUCTS
<ul style="list-style-type: none"> • Design a questionnaire to gather information. • Write a commercial to sell a new product. • Conduct an investigation to produce information to support a view. • Make a flow chart to show the critical stages. • Construct a graph to illustrate selected information. • Make a family tree showing relationships. • Put on a play about the study area. • Write a biography of the study person. 	<ul style="list-style-type: none"> • Design a building to house your study. • Create a new product. Give it a name and plan a marketing campaign. • Write about your feelings in relation to... • Write a TV show, play, puppet show, role play, song or pantomime about...? • Design a record, book, or magazine cover for...? • Make up a new language code and write material using it. • Sell an idea. 	<ul style="list-style-type: none"> • Prepare a list of criteria to judge a ... show. Indicate priority and ratings. • Conduct a debate about an issue of special interest. • Make a booklet about 5 rules you see as important. Convince others. • Form a panel to discuss views, e.g. "Learning at School". • Write a letter to ... advising on changes needed at... • Write a report. • Prepare a case to present your view



Culture

The CLIL Approach seeks to

01

Strengthen cultural awareness and understanding

02

Promote global citizenship

03

Provide rich opportunities to investigate and reflect on different cultures, traditions, values and behaviour.

04

Acknowledge the individuality of learners and encourage self-awareness

Discussion:

Which of these goals do you already consider in your classroom and how?

Which goals need more work?

Useful Resources

Websites

- ▶ <https://clilmatters.com>
- ▶ <https://onestopenGLISH.com>
- ▶ <https://www.clilconnects.com>
- ▶ <https://revistas.cardenalcisneros.es/index.php/PULSO/article/view/212>

Books

- ▶ **CLIL** by Do Coyle
- ▶ **Putting CLIL into Practice** by Kelly, Ball & Clegg
- ▶ **Curriculum Integrated Language Teaching: CLIL in Practice** by Cambridge