Language in the CLIL classroom

3 As of CLIL Language

▶ **Analyse - Language of learning**

The vocabulary and grammar students need to know to understand the concepts of the lesson, e.g. mathematical terms, past tenses for a history class, verbs for P.E.
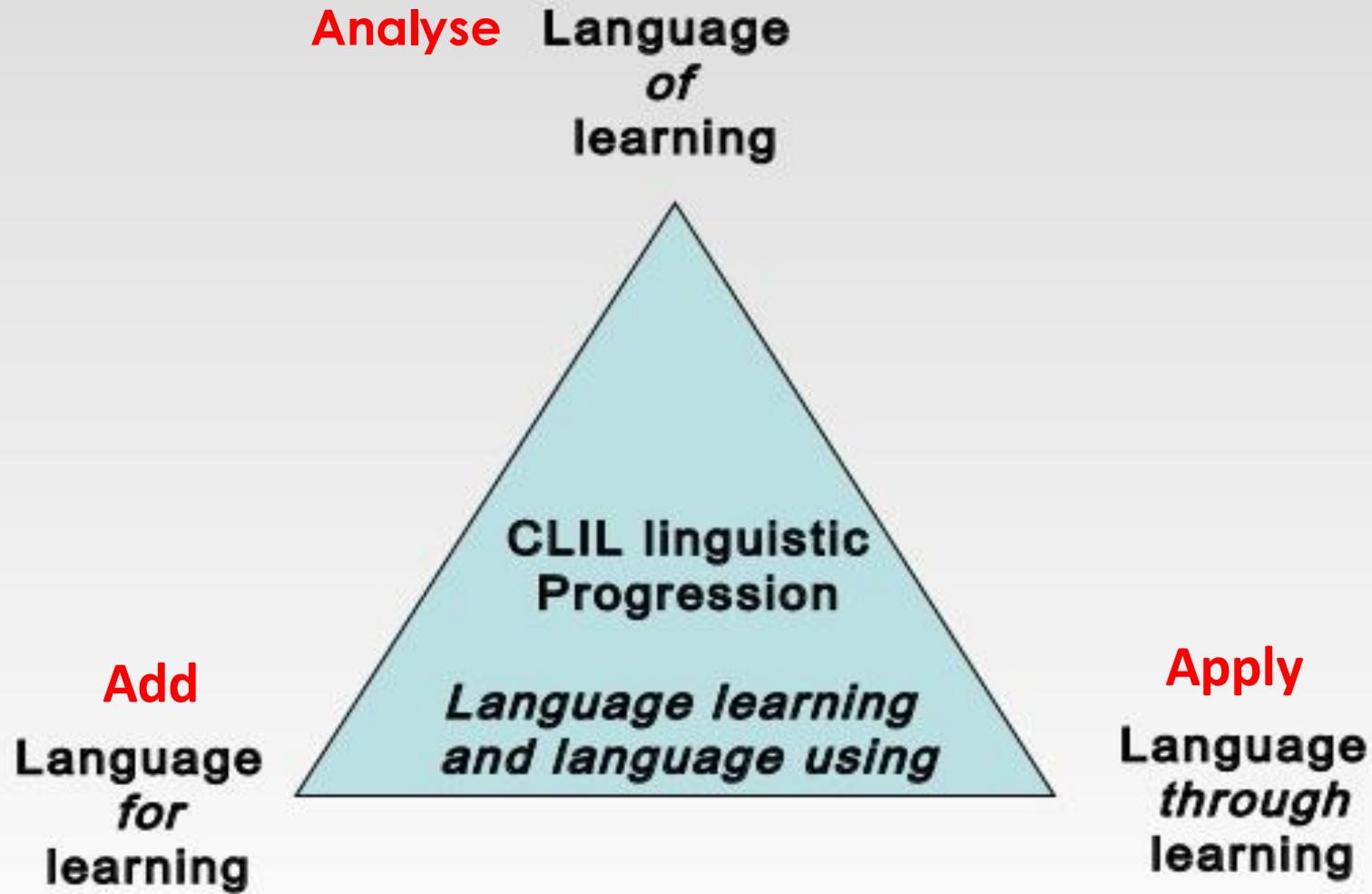
▶ **Add - Language for learning**

The language they need to perform tasks in class-pair/groupwork, presentations, following instructions etc.

▶ **Apply - Language through learning**

The language which emerges as a result of the lesson- new vocabulary, deeper understanding of grammar etc.

COMMUNICATION

Analyse — Language of learning

Add — Language for learning

CLIL linguistic Progression

Language learning and language using

Apply — Language through learning

Ref: Coyle, Hood, Marsh (2010). CLIL. Cambridge University Press.

1. Analyse
2. Add
3. Apply

Language of Learning

This is the language needed for learners to access the basic concepts and skills of the topic.

Teachers need to be aware of the language students will need to be able to understand the subject they are teaching – the language of learning is subject-specific.

In a CLIL classroom, the teacher will prepare students by analysing this necessary language with them before the lesson.

Examples:
- Specific vocabulary, e.g. add, subtract, multiply, divide (Maths)
- Descriptive language, e.g. adjectives (Art, History, Literature)
- Particular tenses, e.g future, conditionals (Science)

Language for Learning

This is the language they need in order to complete the tasks they are given.

Language for learning is subject-compatible (It is useful for more than one subject).

In the CLIL classroom, the teacher will add this language into the plan as needed and support students to complete pair work, cooperate and collaborate, debate and discuss etc. effectively.

Examples:
- Understanding and following instructions- reading, listening
- Asking and answering questions
- Presenting ideas, discussions

Language through Learning

This is the language which emerges when the student is getting actively engaged in using the language and thinking. Effective learning cannot take place without active involvement of language and thinking.
Language of learning and language for learning are predictable and should be planned for. However, language through learning is unpredictable and should be responded to.
In a CLIL classroom, the teacher will note any new vocabulary, grammar structures or skills being used to develop in future lessons.

Examples:
• Dictionary use, feedback sessions, Q and A in next class
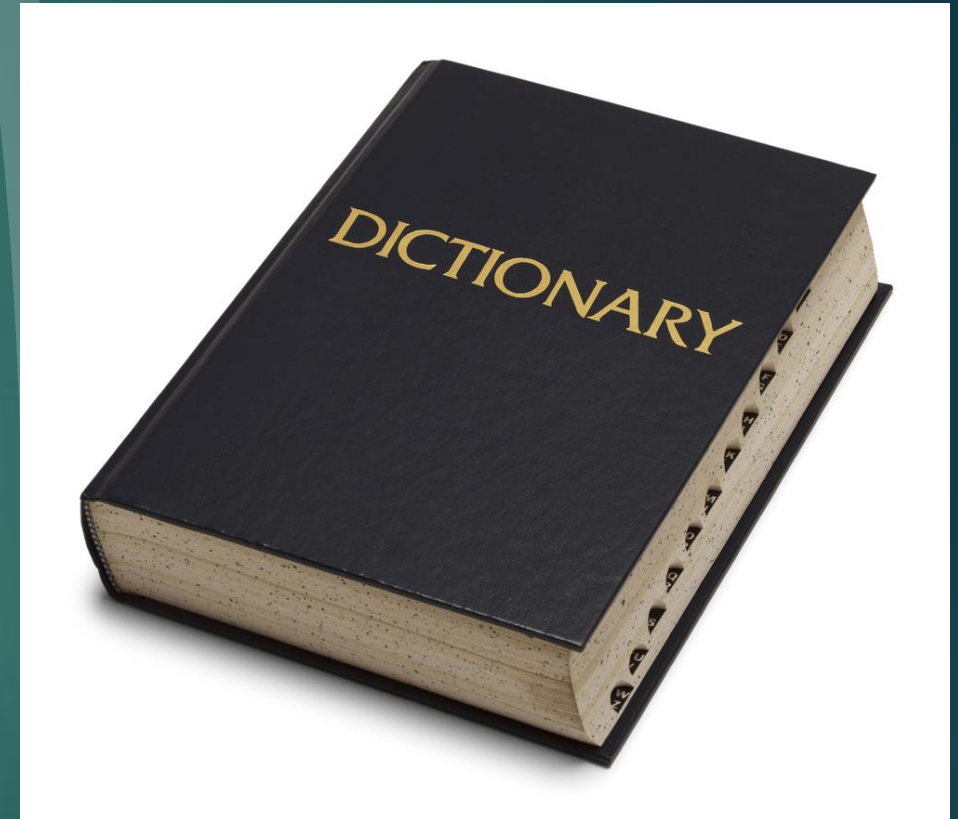
What language knowledge do CLIL teachers and learners need?

Vocabulary:

▶ general vocabulary

▶ subject-specific vocabulary

▶ high and medium-frequency words and collocations

Grammar:

▶ language and meaning

▶ noticing how language works in context

▶ examples of correct usage.

Vocabulary

Choose the description which best matches each group

Group 1	Group 2	Group 3	Group 4	Group 5
riverbed oxbow lake v-shaped	water river valley	over slowly many	volcanic activity plunge downwards cuts through	identify data define

a. Vocabulary used often in general English

b. Academic vocabulary used in many different subjects

c. Content-compatible vocabulary

d. Collocations – specific combinations used in content area

e. Content-obligatory- specific language used in content area

Vocabulary

Choose the description which best matches each group

Group 1	Group 2	Group 3	Group 4	Group 5
riverbed oxbow lake v-shaped	water river valley	over slowly many	volcanic activity plunge downwards cuts through	identify data define
e. Content-obligatory:specific language used in content area	**c.** Content-compatible	**a.** Vocabulary used often in general English	**d.** Collocations-specific combinations used in content area.	**b.** Academic vocabulary used in all subjects

Content-Obligatory Language

Every subject has its own Content-obligatory language: that is the subject-specific vocabulary and grammatical structures learners need to

▶ learn about the subject

▶ communicate what they know about the subject

▶ take part in interactive classroom tasks

Content-Compatible Language

Language that learners may have already learned in other subject areas and which they can use in CLIL classes to

▶ communicate more fully in a subject

▶ Interact with peers

▶ Express needs, clarify thoughts

How do we help learners to understand and use these different kinds of language?

Content-Obligatory Language

What: specific vocab, collocations used in content area (CALP)

Who: Subject teacher's responsibility

How: Introduce the word or collocation then provide as many opportunities as possible to process, repeat, practise the vocab.

Content-compatible and academic vocabulary

What: Useful language which can be used in all subjects (CALP)

Who: Schoolwide responsibility

How: Work with teachers of the relevant other subjects to highlight relevant language, encourage associations, reinforce understanding

Vocabulary used often in general English

What: General English which is useful for classroom interaction and comprehension (BICS)

Who: English teacher's responsibility

How: Create opportunities for pair/groupwork – allow learners to collaborate on tasks, maximise student talking time

Teacher at the beginning of the school year

Teacher at the end of the school year

Of course, this is not always easy!

Issues with language learning:

Sequence in learning grammar

L1 interference

Improving accuracy

Encouraging fluency

Getting learners to use the CLIL language

Points to consider:

Use of L1 - L1 is not only for translation. It is part of sense-making. Remember, L1 is NOT the enemy!

Teachers need to plan opportunities to develop learners' communication skills. Interaction is an important part of learning

It is important to increase Student Talking Time (STT) and to reduce Teacher talking time (TTT).

Points to consider:

Learners need the chance to stop, think and process new curricular concepts and language before they respond to questions, particularly in the first years of CLIL.

This helps them give longer answers, become more involved, add to what others have said and offer alternative ideas.

Ways to do this: think-pair-share, group with assigned spokesperson, written reflections, partner rotations

Remember: Start small and do what you can when you can.

Strive for progress, not perfection