CLIL in 3 Dimensions

Phil Ball, Narva
March 23rd 2017
CLIL

CONTENT

LANGUAGE

INTEGRATED

LEARNING
Frontiers in CLIL and ELT

Frontiers

Freedom

Limitations
CLIL Freedom

Physics in English
Geography in French
Multilingual curricula
New practice

Limitation of paradigm
Set the parameters (frontiers)
What is CLIL?
What is not CLIL?
CLIL – 2 ‘types’

1. ‘Hard’ CLIL (content-led) – subject teachers teaching through English

2. ‘Soft’ CLIL (language-led) – language syllabus incorporating more conceptual content

• A useful distinction, but ultimately divisive. We need to bridge the divide.
LEST

LANGUAGE

ENHANCED

SUBJECT

TEACHING
CELT

CONTENT

ENHANCED

LANGUAGE

TEACHING
All teachers are language teachers
(Bullock, 1975 – ‘A language for life’ - LAC)

All language teachers are content teachers?
(March 23rd, 2017)
In subject matter learning we overlook the role of language as a medium of learning, and in language learning we overlook the fact that content is being communicated.

(Mohan, B. *Language and content*; 1986)
Subject teachers become more ‘language aware’

Language teachers become more ‘content aware’

‘Breaking Bad’ = alliteration
This represents a re-conceptualisation of the language teacher
To this......

Music
Science
Social Science & Technology
Geography
Health
Literature
And this: 14-16 ‘Hard’ soft CLIL

Advertising  Science & technology

Digital Journalism

Social Science  Literature  Urbanism
Content

What do we mean by ‘content’?
Objectives-Content

**Language** teachers work with textbooks whose objectives are purely **linguistic**.

**Subject** teachers work with objectives that are **conceptual** and **procedural**.
LT Objective: Learn how to use the 2\textsuperscript{nd} Conditional

- Textbook Topic - Global Warming
- "If I were President of the World, I would...."
- Assessment criteria are linguistic, not conceptual.
- Who cares about saving the Earth, as long as I can produce the 2\textsuperscript{nd} Conditional?
CLIL objective: ‘Save the Earth’ by using the 2nd Conditional

- Textbook Topic – ‘Global Warming’
- “If I were President of the World, I would....”
- Assessment criteria are conceptual & procedural. (Will our proposals save the Earth?)
- The 2nd Conditional is the vehicle for making these proposals (and saving the world!).
Use languages...

- to do ‘real’ things
- for a real audience
- with a real objective
- with real contents

Again and again… use … and reflect
Imagine the following objective for 12 year-olds in a science class. But why not in an English class?

To differentiate among the planets in the solar system, according to their specific characteristics, relative sizes, and distance from the sun.

- **Jupiter**: The fifth planet from the Sun, it is eleven times bigger than the Earth. The year on this planet is a little less than 12 years on Earth, and the day is shorter than on Earth, about 10 hours. It is more powerful than the rest of the planets because it emits more power than it absorbs from the Sun. It is named after the Roman king of the gods.

- **Saturn**: It is nine times bigger than the Earth. Its year is almost 30 Earth years. The day is about 10 hours and it is the sixth planet from the Sun. It is the least dense planet of the solar system, almost completely composed of gas. It is named after the father of Jupiter in Roman mythology.

- **Uranus**: The seventh planet from the Sun. It is four times larger than the Earth. The year on this planet is about 84 Earth years and the day 18 hours. It is made up of gases, rock and ice. It is named after the mythological Greek god of the heavens.

- **Neptune**: It is usually the eighth planet from the Sun although sometimes its orbital path crosses with that of Pluto, so sometimes it is the ninth. It is four times bigger than the Earth. Its year is about 165 years and its day is longer than on Earth, about 19 days. It is the windiest planet in the solar system. It is named after the Roman god of the sea.
CLIL: 3 Dimensions

- Conceptual content to be acquired

To differentiate between the planets in the Solar System, by interpreting, transcribing, producing descriptions and arriving at consensus using inherent vocab, comparatives, superlatives & language of agreement.

- Specific language items that arise from the discourse field

- Procedural content (skills) used to work on the concept
Unit 3
The world of inventions
CALL FOR CONTRIBUTIONS

INVENTION TIMELINES

Submit your timeline of an ‘invention over time’ to our ‘Technology & Invention’ site.

Who for:
For classmates and anyone interested in knowing more about inventions and inventors.

Include:
Names of inventions
Dates
Places
Inventors

Use:
An application to make your digital timeline

Join the inventions’ investigators!

TECHNOLOGY & INVENTION
Activity 1 Steps 1-3

1. Introductory activity INVENTIONS AND GADGETS

Humans invent things. It’s what makes us special. We invent ‘inventions’ and ‘gadgets’.

1. Watch the video clip and write down as many ‘gadgets’ as you can remember.

2. Share your list with a partner.

3. Which pair spotted the most gadgets?
4. Here is a famous invention or gadget, the ‘corkscrew’. This is how we could talk about it.

This gadget is called a ‘corkscrew’

It was invented in 1795.

It is used for taking corks out of wine bottles.

It works by screwing into the ______ and helping us to pull it out of the bottle.

Without corkscrews, it would be very difficult to pull out the cork.

Linguistic
5. Here are two very famous gadgets. Talk to a partner and answer the questions about them below.

a) What is each one called, in English?
b) When was it invented?
c) What are these gadgets used for?
d) How do they work?
e) Without these gadgets, what problems would we have?

Procedural
The 3 Dimensions of CLIL

3-Dimensional Learning
Content & Language Integrated Learning

By which we mean.....
The teacher’s mixing-desk (Studio CLIL)

Concepts

Procedures

Language
The teacher’s mixing-desk (Studio CLIL)

Concepts  Procedures  Language
Plants and animals are different.

**Task 1**

**All sorts of living things**

- How many living things can you think of? Make a list.
- How do you know if something is either a plant or an animal?
- What should you look for? Write down your ideas.

Plants and animals come in all sorts of shapes and sizes.

Most plants have green parts but animals are not often green.

All plants and animals grow and have babies or make more plants.

**Task 2**

*What is a plant? What is an animal?*

Emily and her friends looked at the pictures of plants and animals on page 2.

They had to work out which were plants and which were animals.

They talked about what they had seen.

Here are some of their ideas.

- Daniel
  - The snake isn’t moving so it can’t be an animal.

- Jamie
  - The horse and rabbit are animals, but we aren’t.

- Ian
  - A tree isn’t a plant.

- Emily
  - The daisies aren’t proper plants. They’re weeds.

- Aruna
  - The tree doesn’t count. It hasn’t got flowers.

Do you think the children are right or wrong? Explain your ideas.

Set out your work like this.

**Procedural**

**Conceptual**

**Linguistic**
Putting CLIL into Practice

Phil Ball, Keith Kelly and John Clegg

This book offers a new methodological framework for the CLIL classroom, focusing on how to guide input and support output. Full of real-life examples and practical guidelines, the book provides support to both novice and experienced CLIL teachers.

Areas covered include:
- the language used in CLIL
- CLIL teacher training
- materials design for CLIL
- assessment in CLIL.

Additional online resources will be available at: www.oup.com/elt/teacher/clil

Also available in e-book format
ball.philip6@gmail.com