

Content?

Language?



Procedures?

Putting CLIL into Practice: The 3 Dimensions of Content

Gent

February 13th, 2017

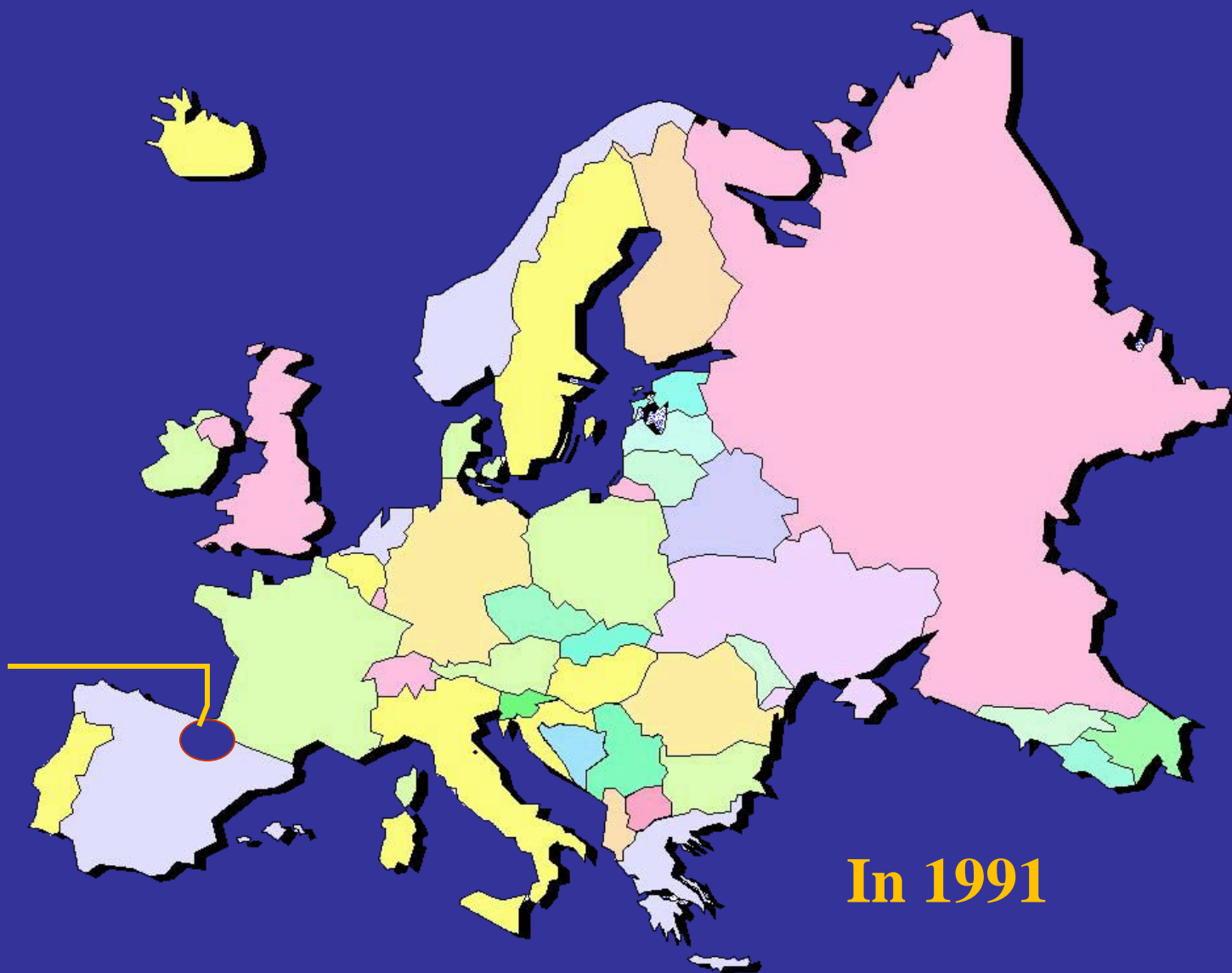
Phil Ball

1. Once upon a time...
2. CLIL 2017
3. What is content?
4. CLIL in 3 Dimensions (of content)
5. Some fun



Once upon a time in.....

The
Basque
Country



In 1991

THE « IKASTOLA » NETWORK 'IKASTOLA'

Basque-medium schools (minority language maintenance and immersion) committed to the development of the Basque language and culture.

- ✦ Publication of Basque-medium materials for all subjects and stages.
- ✦ In-service teacher-training programmes.
- ✦ Evaluation services.
- ✦ Management and administrative services

“ELEANITZ-ENGLISH”

1991

**8 SCHOOLS, 4 YR. OLDS,
600 STUDENTS,
8 TEACHERS**

2017

**112 SCHOOLS, 4-16 YR. OLDS,
30,000 STUDENTS,
300+ TEACHERS**

**SOCIAL SCIENCE IN ENGLISH:
44 SCHOOLS 14-16 YR. OLDS.
3,000 STUDENTS**

EVALUATION

- Main concern about the project:
Effect of early use of 3 languages on development of minority language.
- Longitudinal evaluation plan:
Multilingual education starting at pre-primary stage is possible and can be beneficial in Basque linguistic context.

HYPOTHESES

1. LEARNING OF BASQUE

The introduction of English as a 3rd language at the age of four will not be prejudicial to the development of Basque if the following conditions are met:

- a) The school is really a Basque immersion situation for Spanish speaking children and a language maintenance situation for Basque speaking children.**
- b) The introduction of other languages does not alter the priority of place that Basque has in the school.**

EXTERNAL EVALUATION

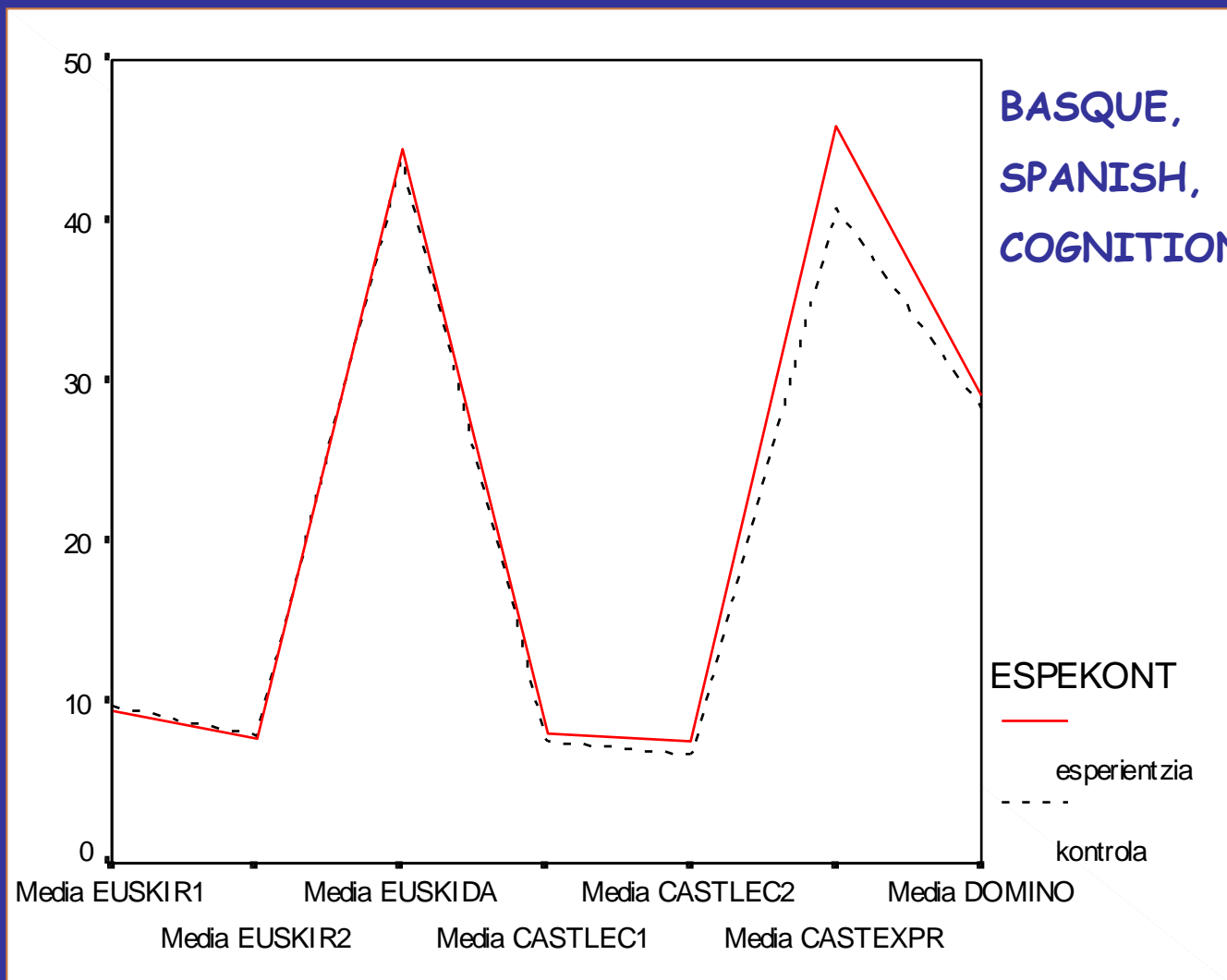


University of
the Basque Country

PLAN OF EVALUATION

STAGE	LEVEL	BASQUE, SPANISH, COGNITION, ATTITUDES	ENGLISH
PRE PRIMARY	4 yr.	X	X
	5 yr.		X
PRIMARY	1	X	X
	2		X
	3		X
	4		X
	5		X
	6	X	X
SECONDARY	1		X
	2	X	X
	3		X
	4	X	X

RESULTS- 2002



'SSLIC' EVALUATION

1st cohorts

(Social Science & Language Integrated Curriculum)

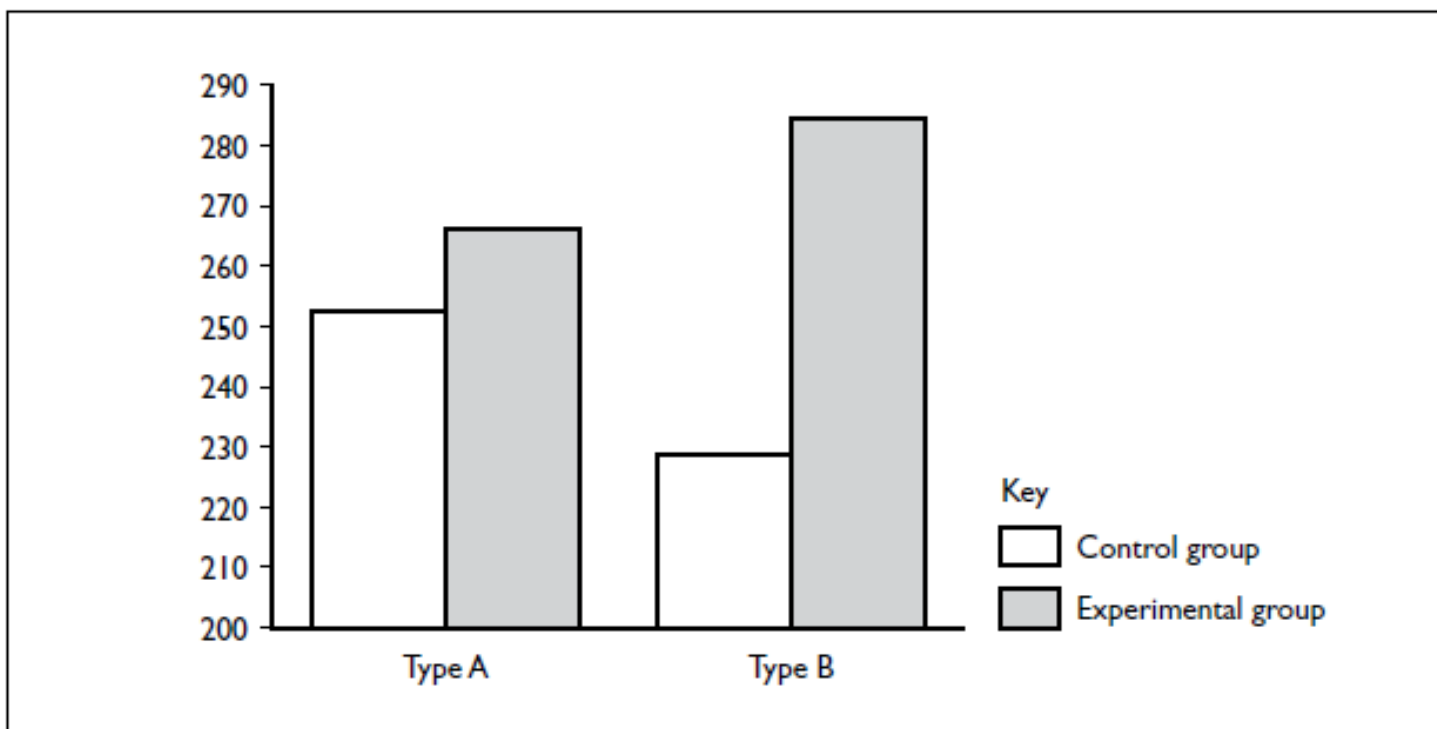


Figure 2.1 Results of history exam: CLIL students versus control group (Elorza, I. (2008) Promoting the minority language through integrated plurilingual planning: the case of the Ikastolas.)

Explaining the results

The 'cohort' effect

Teacher involvement/identification – 'their' project

Student identification – the 'Eleanitz kids'

School and stakeholder identification

Professional challenge = change in methods

Increase in training = professional development
(subject teachers!)

Cognitive arguments

‘CLIL as a catalyst for change’
(Muñoz, I. 2011)

The ‘rebound’ effect on L1 practice

-Basque teachers of SS:
‘What are we doing wrong?’

Good practice in CLIL methodology
can positively influence L1 practice

After the party



the challenge becomes.....

Maintenance and development

CLIL

CONTENT

LANGUAGE



INTEGRATED

LEARNING

Why now?



1. Contact hours. 3 hours insufficient.
2. Curricular content – do more in the target language
3. Towards English as a ‘core skill’ (Graddol – ‘English Next’ 2006)



Using English ‘...*in order to do something else*’

David Graddol, ‘*English Next*’(2006)

English is no longer a (mere)
language. It’s a *core skill*

Graddol was rather ‘English-centric’



- Perhaps better to say ‘Languages are a core skill’
- English is just a part of the multilingual mix.
- CLIL is an *enabler* of multilingual practice/mindsets/skills

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

L
ANGUAGE

E
NHANCED



S
UBJECT

T
EACHING

CELT

C
CONTENT

E
ENHANCED



L
LANGUAGE

T
TEACHING

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)

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

**All language teachers are content teachers?
(Gent, February 13th, 2016)**

Results of becoming more interdisciplinary?

Subject teachers become more
'language aware'

Language teachers become more
'content aware'

When this happens – when we are truly ‘*doing things with languages*’ then the acronym CLIL will disappear. We won’t need it any more. It will have served its purpose

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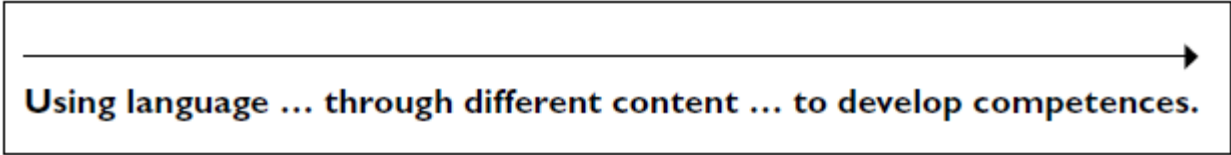
Using language(s) to develop subject competences in CLIL-based practice

El uso del lenguaje para el desarrollo de las competencias de las materias en la práctica basada en AICLE

Phil Ball*

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Using language ... through different content ... to develop competences.

Figure 8.7 The CLIL learning route

Story Time



Iñaki in June

Don't talk so much

Language and pedagogical skills in CLIL teachers



+ CLIL pedagogy

+ language
ability

- language
ability

- CLIL pedagogy

‘Content’



One of the problems with language teaching is the problem of CONTENT.

What content do we choose to use?

What do we mean by ‘content’?

Objectives?



Language teachers work with textbooks whose objectives are purely linguistic.

Subject teachers work with objectives that are conceptual and procedural.

LT Objective: Learn the **2nd 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 **2nd 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!).

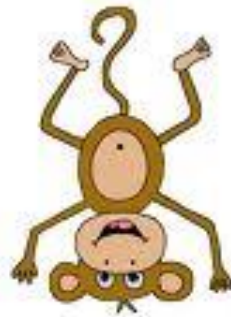
PPP =– Presentation, Practice, Production

In language teaching, we used to think that we had to Present and Practise, before really Producing.

CLIL = Production, Practice, Presentation



CLIL turns PPP on its head



Production, Practice, Presentation

(CLIL = PPP in reverse)

“Languages are not learned first and then used later ; languages are acquired while they are being used”

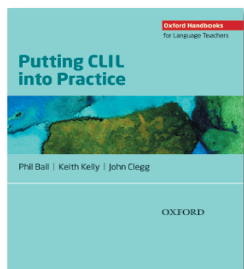
(J.M. Artigal)

The ELT child



Throw them in at the deep end!





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



	Key characteristics of CLIL	Things to help me remember
1	Conceptual sequencing	Different language occurs at different stages of a sequence.
2	Conceptual fronting	Concepts, themes, and topics are prioritized in CLIL, even in 'soft' CLIL.
3	Task as priority, language as vehicle	The task should always be the first thing that the learner sees. The language is the means to fulfil the task.
4	Making key language salient	Subject teachers are not language teachers, but they must make their students aware of key language.
5	CLIL in three dimensions	An alternative way of viewing content (conceptual, procedural, and linguistic) and a way of balancing content demands in a lesson or unit
6	The text–task relationship	Make it clear to learners why they must read a given text. Make the text the vehicle.
7	Enhancing peer-communication	Try to reduce IRF and think of ways to get learners talking in the L2 among themselves.
8	Guiding multimedia input	Always make sure learners have a task. Don't just 'show'.
9	Supporting student output	Learners must express themselves in speaking and writing in order to really consolidate learning.
10	Supporting thinking skills	Multilingualism seems to give learners a specific and wider set of skills. It also contributes to the development of competences.

Act. 33	Beasain	1
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Before you look at the data on Beasain on pages 45 and 46, have a guess at the following questions. Do this in pairs.



1. Beasain is an industrial town. Would you expect more women or more men in the total population?

Guess _____

2. Industrial towns attract ‘migrant’ workers from other areas of the country. Would you expect more women or more men migrants in Beasain?

Guess _____

What percentage of the total population of Beasain do you think is ‘migrant’?

Guess _____

❖ Now look at the data on page 46 to work out whether your guesses were accurate or not.

❖ Find two of the guesses that were wrong, and before your teacher asks you about them, try to justify why you guessed as you did.!

For example:

“For Number 1, we thought there would be more men than women in the total population, because in an industrial town more of the workers are men.”

❖ Be ready to speculate on the reasons why you were wrong.

For example:

“For Number 1, maybe most of the active population is married, and belongs to families? Industry might attract families, not single workers.”

‘Difficulty’ in didactic materials



On the theory of relativity

Einstein stated that the theory of relativity belongs to the class of "principle-theories". As such it employs an analytic method. This means that the elements which comprise this theory are not based on hypothesis but on empirical discovery. The empirical discovery leads to understanding the general characteristics of natural processes. Mathematical models are then developed which separate the natural processes into theoretical-mathematical descriptions. Therefore, by analytical means the necessary conditions that have to be satisfied are deduced. Separate events must satisfy these conditions. Experience should then match the conclusions. The special theory of relativity and the general theory of relativity are connected. As stated below, special theory of relativity applies to all physical phenomena except gravity. The general theory provides the law of gravitation, and its relation to other forces of nature.

Antioxidants are substances which help neutralize **free radicals** and protect the body from their damaging effects. The anti-cancerogenous properties of many **nutritions** are related to their high content in antioxidants.

During the numerous metabolic processes, small quantities of oxygen can produce hemically reactive molecules, due to the presence of one or more unpaired electrons in the external orbital. Such molecules, called free radicals, are in a position to cause damage to cellular structures, such as the plasmatic membrane and DNA.

The damage caused by these free radicals affects the health of the entire body. By weakening the immune system, they accelerate the processes of **cellular aging** and therefore facilitate the onset of several diseases and tumors.

Our body is capable of successfully controlling the activity of free radicals through special endogenous (synthesized) and exogenous (already present in the animals) antioxidant substances.

The Most Antioxidant-Rich Foods

Black grape juice (1 cup) = 5216 units
Blueberries (1 cup) = 3480 units
Cooked green cabbage (1 cup) = 2048 units
Cooked Spinach (1 cup) = 2042 units

Kiwi (1) = 458 units
Sweet potatoes (1) = 433 units
Cooked green beans (1 cup) = 404 units
Cooked cauliflower (1 cup) = 400 units
Black raisins (1 teaspoon) = 396 units

- It's about **CALP**



- **C**OGNITIVE
 - **A**CADEMIC
 - **L**ANGUAGE
 - **P**ROFICIENCY
-
- CALP = Specific subject-related discourse
(‘**photosynthesis**’/’Hypotenuse’)
 - and general academic discourse, (‘**thus/whereas**’)

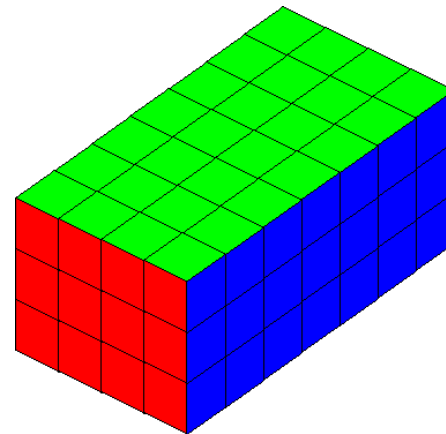
CLIL is.....



- Guiding input
- Supporting output

How do we prioritise content but still work with language?

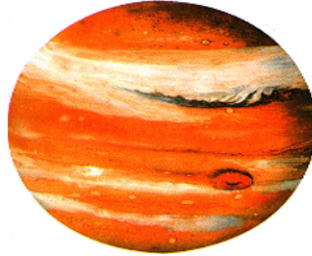
Think of CLIL in 3 dimensions



DESCRIPTION OF PLANETS

PLANETARY DICTATION

jupiter



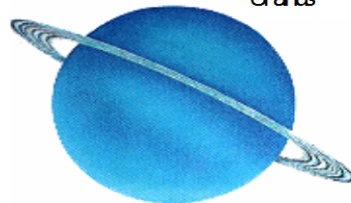
The fifth planet from the Sun, it is eleven times bigger than the Earth. The year on this planet is a little less than 12 years on Earth, and the day is shorter than on Earth, about 10 hours. It is more powerful than the rest of the planets because it emits more power than it absorbs from the Sun. It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

saturn



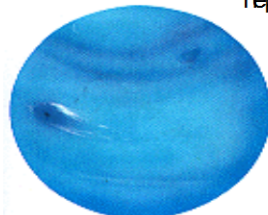
It is nine times bigger than the Earth. Its year is almost 30 Earth years. The day is about 10 hours and it is the sixth planet from the Sun. It is the least dense planet of the solar system, almost completely composed of gas. It is named after the father of Jupiter in Roman mythology.

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.

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

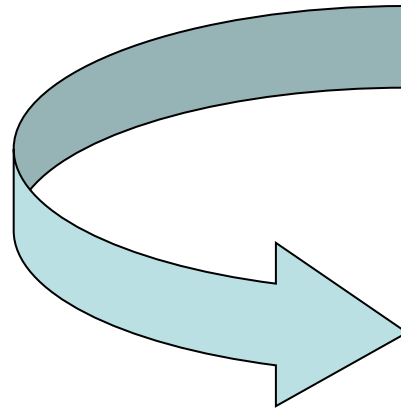
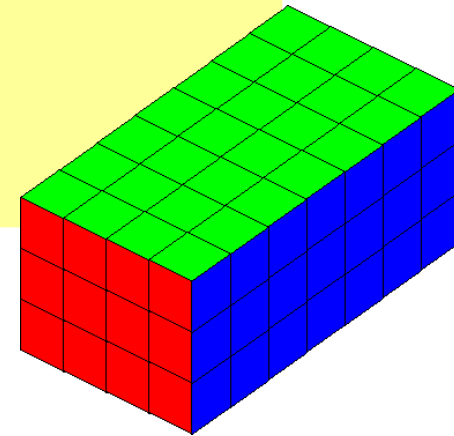
Procedural content (skills)
used to work on the concept

The 3 Dimensions of CLIL

3-Dimensional Learning

Content & Language **Integrated Learning**

By which we mean.....



Conceptual Content
Procedural Content
Linguistic Content

Plants and animals are different.

Procedural

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 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.



Daisies



Snake



Horse



Tree



Bluebell



Rabbit

Task 2

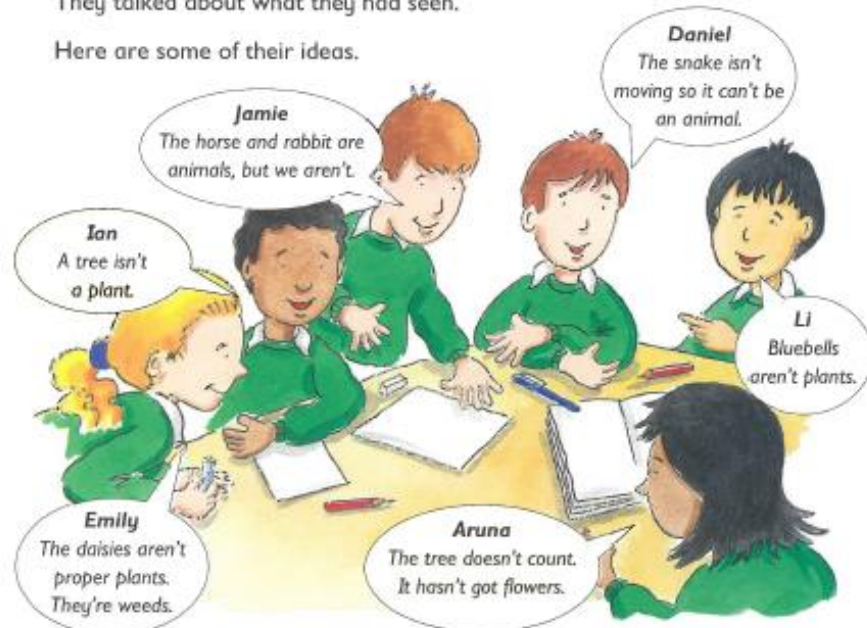
What is a plant? What is an animal?

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.



Conceptual

- Do you think the children are right or wrong? Explain your ideas.
- Set out your work like this.





In this activity we will do some tasks related to the positive and negative aspects of different energy sources.
1.- So that you can fill in a table like the following one, you need to consider some criteria for judging the issue of positives and negatives. Use the four criteria below. Can you think of a fifth criterion?

- Ecological consequences
- Availability
- Renewability
- Practicality
- ?

Conceptual

For example:

"Looking at **Hydro-Electric** energy, we could work through the criteria then try to decide whether it is a 'Candidate for the future'. In other words, does it have a valid future as a source of energy?"

- Ecological consequences?** Seems ok. Uses naturally flowing water to generate electricity. Does not cause any pollution. **Dams** sometimes cause controversy because they divert rivers.
- Availability?** It depends on the country and on its type of landscape. Mountains and rivers are needed.
- Renewability?** Good.
- Practicality?** There are no big problems in establishing hydro-electric plants, because they are usually located far from centres of population. But not every country can depend on this source.
- ?

Top Ten Terms
 Manufacturing
 Active population
 Unemployment
 Engineering
 Business mentality
 Per capita income
 Steel
 Renewable (energy)
 Secondary raw materials
 Eolic energy

Procedural

2.- In pairs or small groups, work on the other sources and write notes in the columns. Always decide whether it is a 'candidate'. If you are not sure (due to the evidence), put '?'.

Energy Sources	Advantages	Disadvantages	A candidate for the future?
Hydro-electric energy	No pollution, cheap, abundant, easy to build.	Only available to certain countries	Yes
Nuclear energy			
Petroleum			
Gas			
Coal			
Tidal/wave energy			
Solar energy			
Wind energy			
Geothermal			

3.- When you have finished the table, select **three** of the sources that you think are significant (for either negative or positive reasons) and write up the reasons you brainstormed. But write them as three separate paragraphs.

This is a good chance to practise 'although' and 'such as'. Choose one of the sources, and let's imagine that you've said it is a candidate (because it has more advantages than disadvantages). You want to emphasise the advantages in your paragraph, but you have to mention at least one disadvantage (if it has one). So, in the case of *Hydro-Electric Power*, you could write:

"Although hydro-electric power has some small disadvantages, such as the problem of needing mountains and rivers, it has many more advantages such as:"

Language Tip :
 Although
 Such As

****Make sure you are clear what 'although' and 'such as' are in your language.**

Linguistic

Making things.....



SALIENT!

SALIENCE

SALIENT

The teacher's mixing-desk (Studio CLIL)



Concepts

Procedures

Language



The teacher's mixing-desk (Studio CLIL)

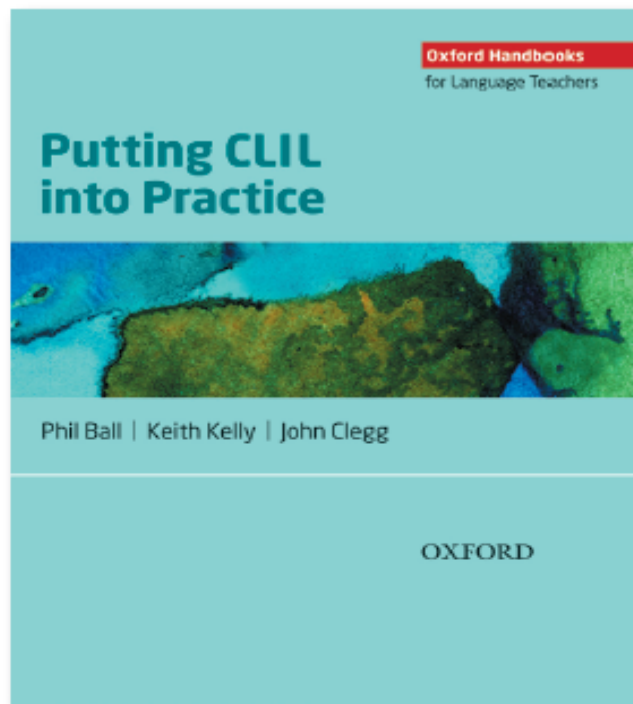


Concepts

Procedures

Language





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