

CLIL in 3 Dimensions

Vilnius

October 16th, 2015

Phil Ball

1. Why CLIL?
2. Building bridges
3. What is content?
4. CLIL in 3 Dimensions (of content)
5. Language(s) = competences



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’)



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*

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.



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?
(Vilnius, October 16th, 2015)**

Results of becoming more interdisciplinary?

Subject teachers become more
'language aware'

Language teachers become more
'content aware'

‘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!).

CLIL IN 3D

- Real content triggers higher levels of communication in the classroom because there's more to talk about **(Linguistic)**
- Talking about things develops our cognition (thinking skills) **(Procedural)**
- The more we talk and develop, the more things we want to know! **(Conceptual)**

PPP =– Presentation, Practice, Production

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

PPP – Presentation, Practice, Production

- The (regular) Past Simple is formed by the addition of the suffix 'ed'.

Take the following 10 sentences and convert them into the Past Simple.

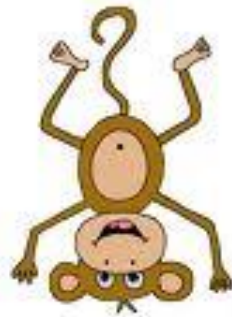
Now read out your sentences to your partner.

Now let's write a story about when you were a child.....

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



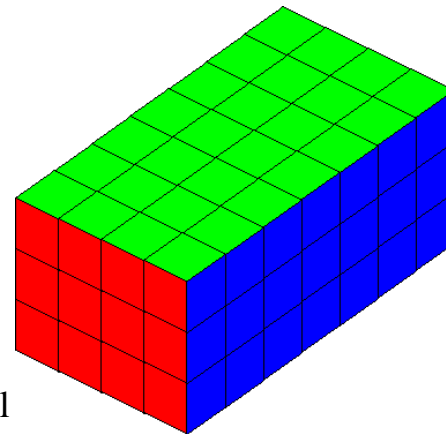
Throw them in at the deep end!



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How do we prioritise content but still work with language?

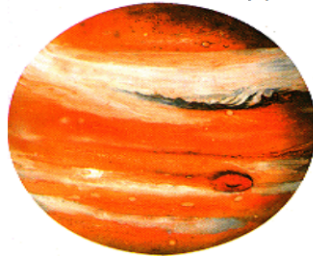
Think of CLIL in 3 dimensions



DESCRIPTION OF PLANETS

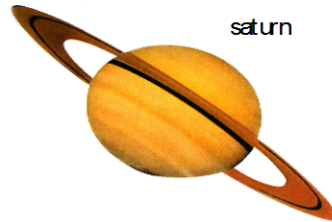
PLANETARY DICTATION

jupiter



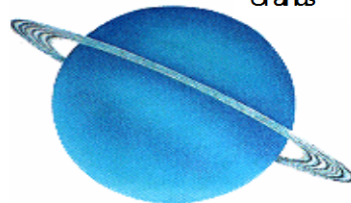
The fifth planet from the Sun, it is eleven times bigger than the Earth. The year on this planet is a little less than 12 years on Earth, and the day is shorter than on Earth, about 10 hours. It is more powerful than the rest of the planets because it emits more power than it absorbs from the Sun. It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

saturn



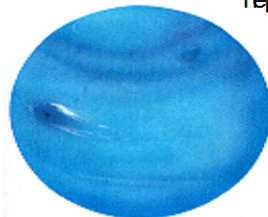
It is nine times bigger than the Earth. Its year is almost 30 Earth years. The day is about 10 hours and it is the sixth planet from the Sun. It is the least dense planet of the solar system, almost completely composed of gas. It is named after the father of Jupiter in Roman mythology.

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.

CLIL = language as vehicle

Content to be acquired

To differentiate between the planets in the Solar System,
BY interpreting, transcribing and producing descriptions
USING derived adjectives, comparatives and superlatives.

Specific language
items needed.

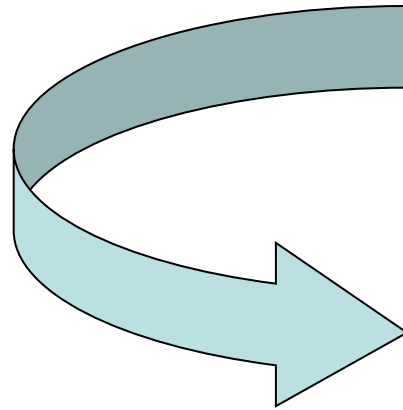
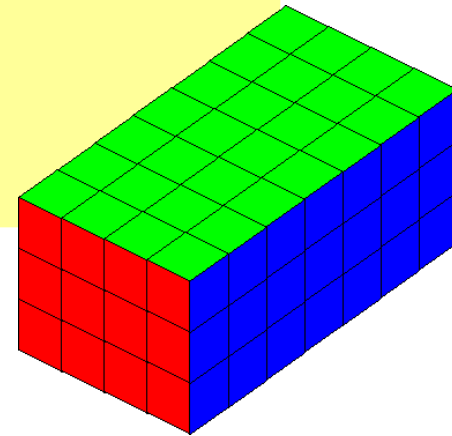
Procedural skills used
to work on the concept

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.



Tree



Bluebell



Rabbit



Daisies



Snake



Horse

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.

2

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.



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



3



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?

- a) Ecological consequences
- b) Availability
- c) Renewability
- d) Practicality
- e) ?

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?"

- a) **Ecological consequences?** Seems ok. Uses naturally flowing water to generate electricity. Does not cause any pollution. **Dams** sometimes cause controversy because they divert rivers.
- b) **Availability?** It depends on the country and on its type of landscape. Mountains and rivers are needed.
- c) **Renewability?** Good.
- d) **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.
- e) ?

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:"



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





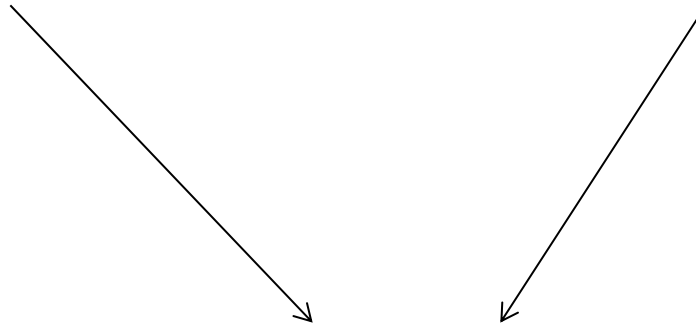
CLIL has a dual focus?

(Marsh, D. 2002)

The 'single focus' of CLIL

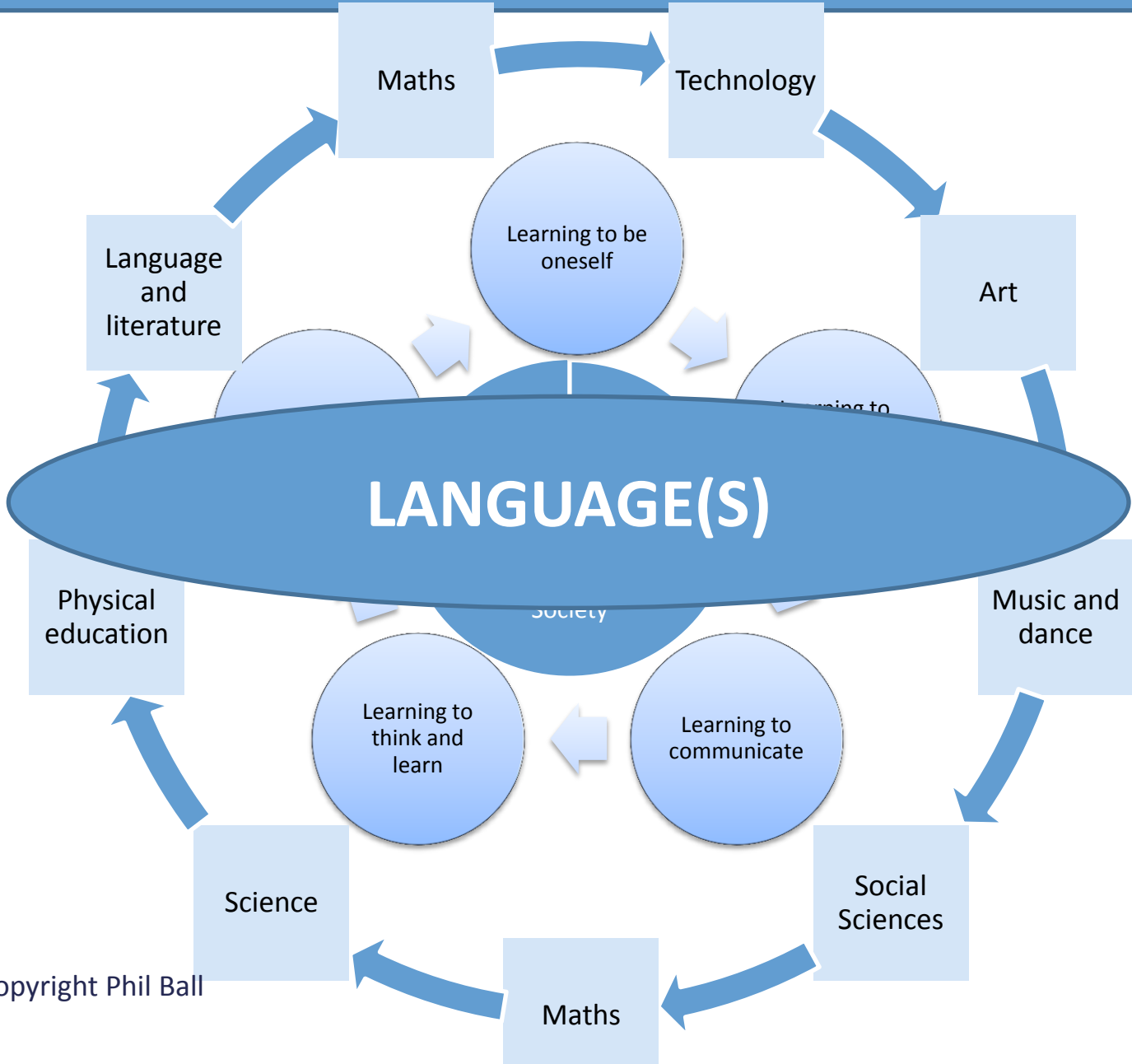


Conceptual and Linguistic knowledge



Procedural knowledge (competences)

COMPETENCES



Ok! Give me
some content!

It's a fair deal. Here's
some language to be going
on with!



Don't forget the other one!

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