

Clear understanding of CLIL

Language across the curriculum.

Communication skills

Cognitive skills

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AGENDA

- The 4 C's of CLIL
- 3 A's of CLIL
- BICS & CALP
- Bloom's Taxonomy
- Gardner's Multiple Intelligences
- Effective questioning

CLIL – ongoing definition

CLIL - *the teaching of a subject through a second language* - describes **many types of provision** in which a second language is **used to teach** *all* or *part* of the curriculum

In CLIL courses, learners gain knowledge of the curriculum subject(s) while simultaneously **learning and using** the second language

CLIL – varied experience

There are many different types of CLIL programmes, ranging from full immersion (Canada) through partial immersion, about 50% of the curriculum (parts of Spain), to language showers and regular 20–30 minute subject lessons in the target language (parts of Germany)

University of Cambridge – CLIL Handbook for Teachers

CLIL – new term for ancient concept

Families in Rome educated their children in Greek to ensure that they would have access to not only the language, but also the social and professional opportunities in their future lives, – only for a privileged elite of course!

Latin was the language of instruction in many European universities

Gaelic is the medium of instruction in a minority of Irish schools (gaelscoileanna)

This historical experience is now particularly true of the global uptake of English language learning.

The term 'Content and Language Integrated Learning' (CLIL) was adopted in 1994 (Marsh, Maljers and Hartiala, 2001) within the European context

Challenges in CLIL

- A subject teacher working through the medium of a foreign language faces particular challenges in teaching and learning
- Imagination, inspiration and variety of supports that overcome language barriers are called for

Form groups of 3

A - Explain

B - Ask questions

C - take notes



Why CLIL?

CLIL opens doors on languages, nurtures self confidence in young learners, provides exposure to the language without additional time in the curriculum

CLIL promotes a broader range of teaching strategies and a more enjoyable classroom experience for learners

CLIL promotes LOTS and HOTS, lower and higher thinking skills (cognition)

Aims of CLIL

- introduce learners to new ideas and concepts in curriculum subjects
- improve learners' performance in both curriculum subjects and the target language
- encourage stronger links with the citizenship curriculum

Aims of CLIL

- make the content subject the primary focus of classroom materials
- provide scaffolding to support learning of content and language
- Empower students to move from BICS to CALP

Jim Cummins: BICS and CALP

- **BICS**-Basic interpersonal communication skills (**Social language**)
- **CALP**-Cognitive academic language proficiency (**Academic language**)

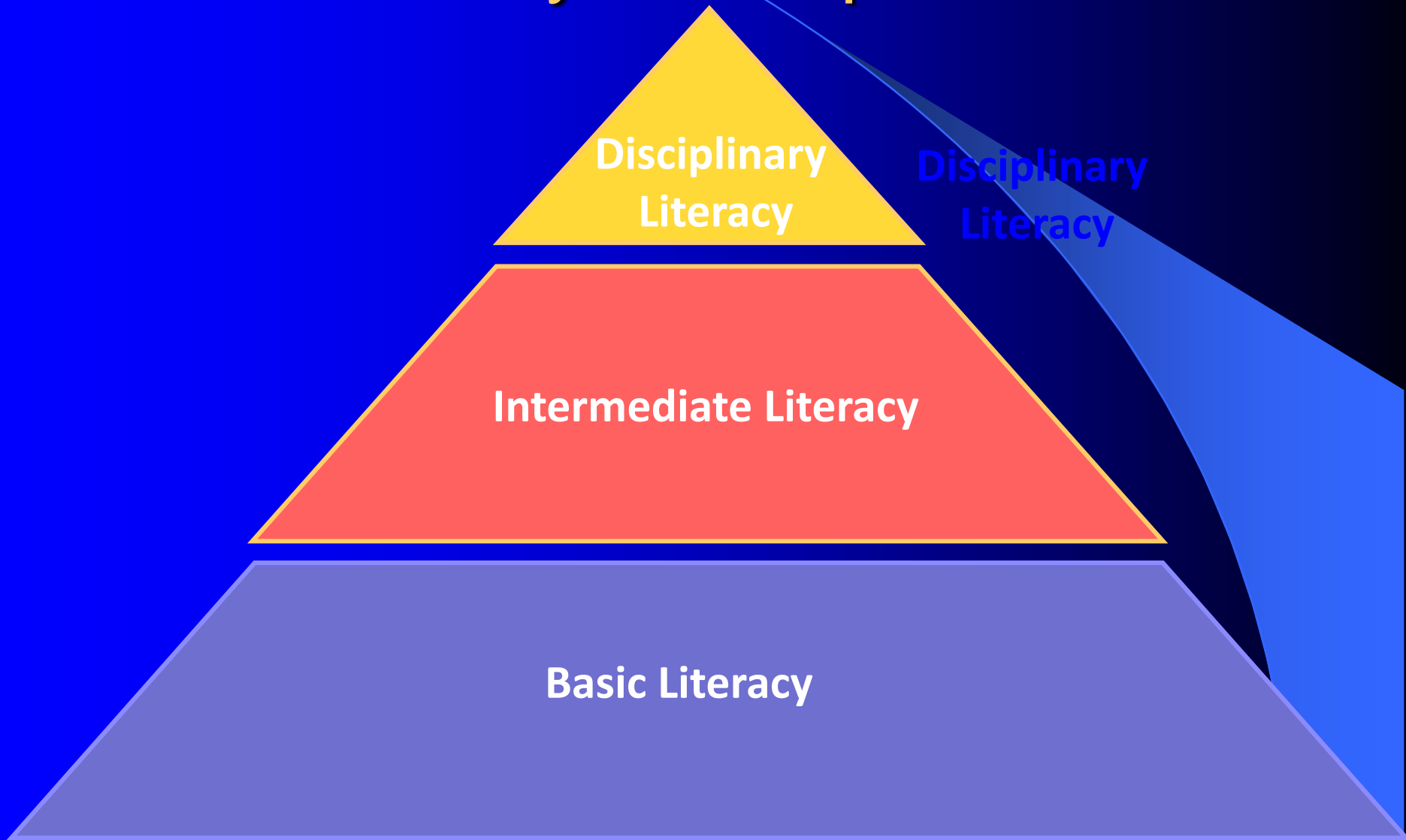
Each subject has a language and vocabulary of its own

- Identify the reading and writing skills required for the subject
- Identify the key words needed in the subject specialist vocabulary
- Identify the grammar points and key phrases needed in communicating the subject content

Examples

- Maths may need very intensive, concentrated reading skills where each word or symbol carries huge weight
- Other subjects may simply require the student to get the “gist” or the main points in a text

Increasing Specialization of Literacy Development



Cognitive benefits of CLIL

Apart from language development, CLIL advances a learner's broader cognitive development.

The ability to think in different languages, even if to a modest extent, has a positive impact on content learning

Essential language skills

- progression and expansion in **curricular vocabulary**
- mastery of **grammatical structures**
- confidence and fluency in **communication**

Barrier Games

- Require students to interact and use language to complete a task by giving and receiving instructions whilst being separated by a form of barrier
- Develop listening and speaking skills
- Help to strengthen students' pragmatic language skills e.g. describe, request clarification, etc.

Barrier Games



The 4 C's

CONTENT

COMMUNICATION

COGNITION

CULTURE

(sometimes called Citizenship
or Community)

The 4 C's

Content is paramount, i.e. the knowledge, skills and understanding that we want our learners to achieve

Identify and plan for the language needed to learn in a CLIL classroom

Promote higher-order thinking skills, problem-solving, creativity and linguistic progression

Studying through a different language is fundamental to fostering international understanding.

3 A's - Analyse, Add and Apply

1. **ANALYSE** the language needed for learning (specific vocabulary and grammar structures).
2. **ADD** the scaffolding, support, teaching strategies and questioning needed to ensure that the student will be able to accomplish the tasks set and that learning can happen.
3. **APPLICATION** refers to the thinking skills that need to be incorporated into the lesson through different tasks to ensure understanding and learning. This is called the language through learning.