CLIL Methodology & Modern ELT Classroom

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What CLIL is not?

“When we ask the time, we don't want to know how watches are constructed.”

George Christoph Lichtenberg (1742-1799)

Question for Poll

What type of academic involvement is most efficient for learners? Vote.

Writing

Hearing

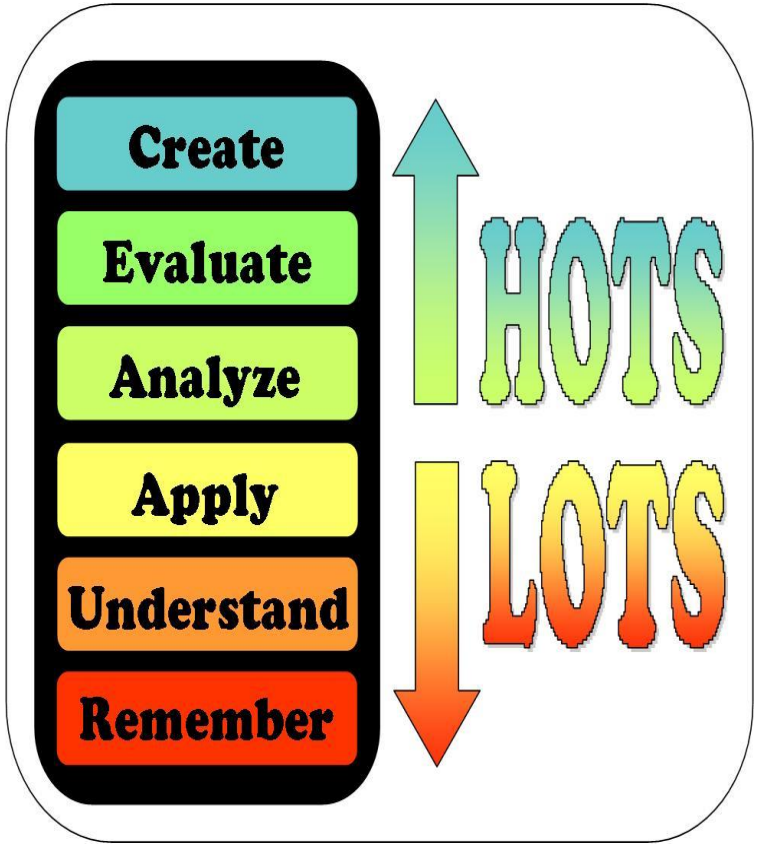
Reading

Bloom's Taxonomy in English

90% of what they **DO**

70% of what they **SAY &**
WRITE

10% of what they **READ**
or **HEAR**



What is CLIL and Why to Use It? Challenges for ELT professionals

Increased achievement levels

Demand to use English for various practical/special/academic/etc. purposes

Internationalisation agenda - External pressure

"**Using English** …. in order to do something else"

David Graddol "English Next", 2006

Mixing the core components

CLIL: creating active EL educational environment

Applying CLIL principles:

- Content
- Language
- Process
- Procedure
- Cognition

Course/syllabus/materials design – Teacher's key professional competence

Making Language Salient: Word Partnerships

“You shall know a word by the company it keeps”

JR Firth

Word Partnerships

Collocations

Chunks

Fixes Expressions

Prepositional Phrases

FAMILY

FAMILY

IMMEDIATE

EXTENDED

LOVING

NUCLEAR

ONE-PARENT

DYSFYNCTIONAL

ROYAL

TRADITIONAL

MIDDLE-CLASS

WORKING-CLASS

MODERN

WEALTHY

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MIDDLE-CLASS
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TIES
BONDS
TREE
GATHERING
GET-TOGETHER
MEMBERS
HISTORY
HOLLIDAY

HEIRLOOM
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AND FRIENDS
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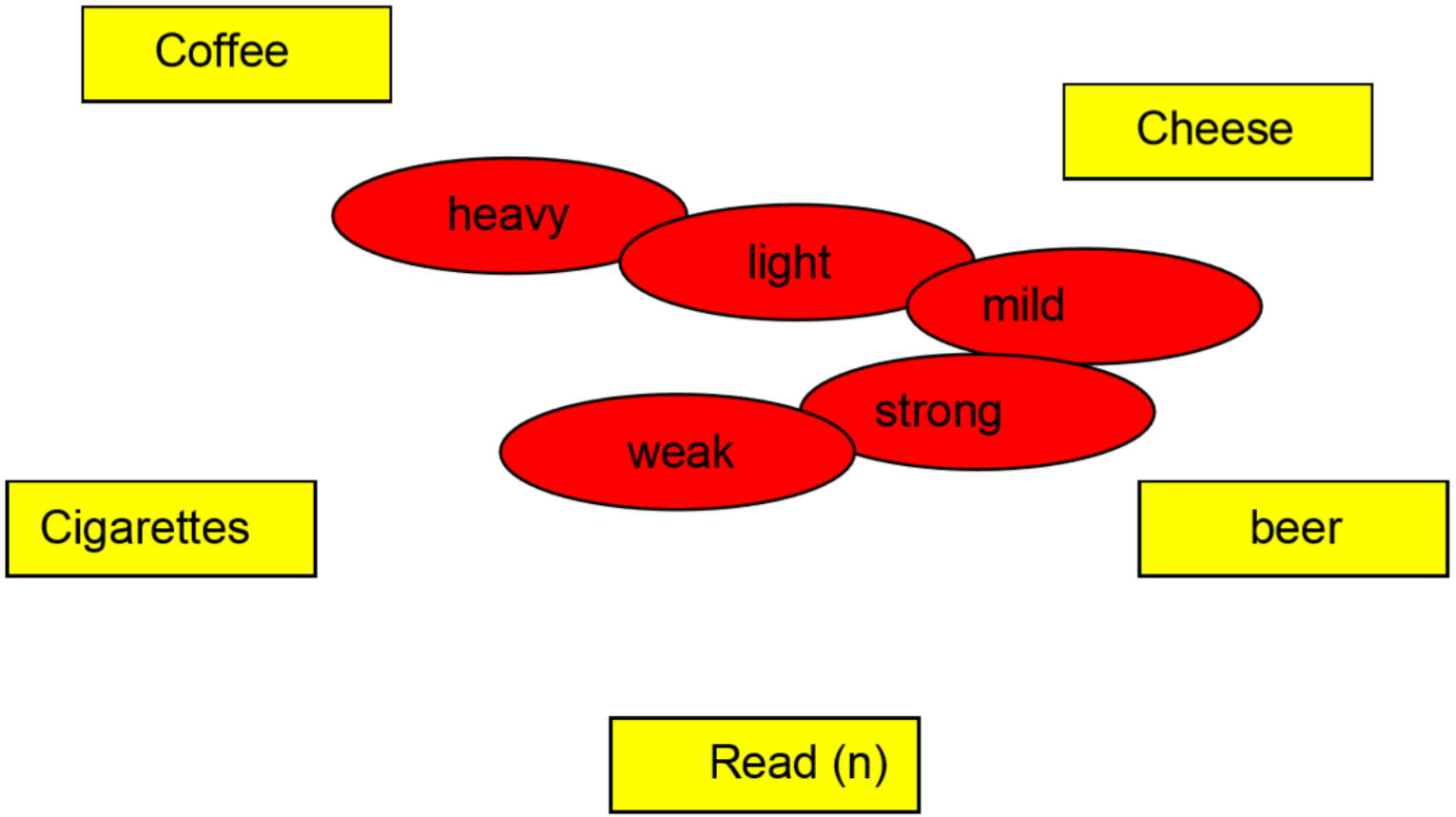
CAR PET HOME CHRISTMAS BUSINESS DOCTOR FEUD PLANNING EMERGENCY TRADITIONS OUTINGS

Work through the exercises below:

1. Which words in red could you use with the words in the yellow boxes? *(e.g. strong coffee is fine, but not heavy coffee)*



CLIL Task types

Look at the phrases below: Write down the first word that enters your head as you look at the blank space.

By and _____

Here and _____

Odds and _____

Little by _____

Salt and _____

Sick and _____

2. CLIL Task types

Look at the phrases below: Write down the first word that enters your head as you look at the blank space.

By and by/ large

Here and there/ now

Odds and ends/ sods

Little by little

Salt and pepper

Sick and tired

How do you know what to put in the blanks?

3. Choose the correct option for the blanks in the following news report.

The economic weather/condition/climate is improving dramatically/excitedly/amazingly.

It appears that there is a glow/a torch/a light at the end of the tunnel. In other news, contrary to popular knowledge/opinion/belief, researchers have discovered that the rain in Spain does not fall mainly on the plain.

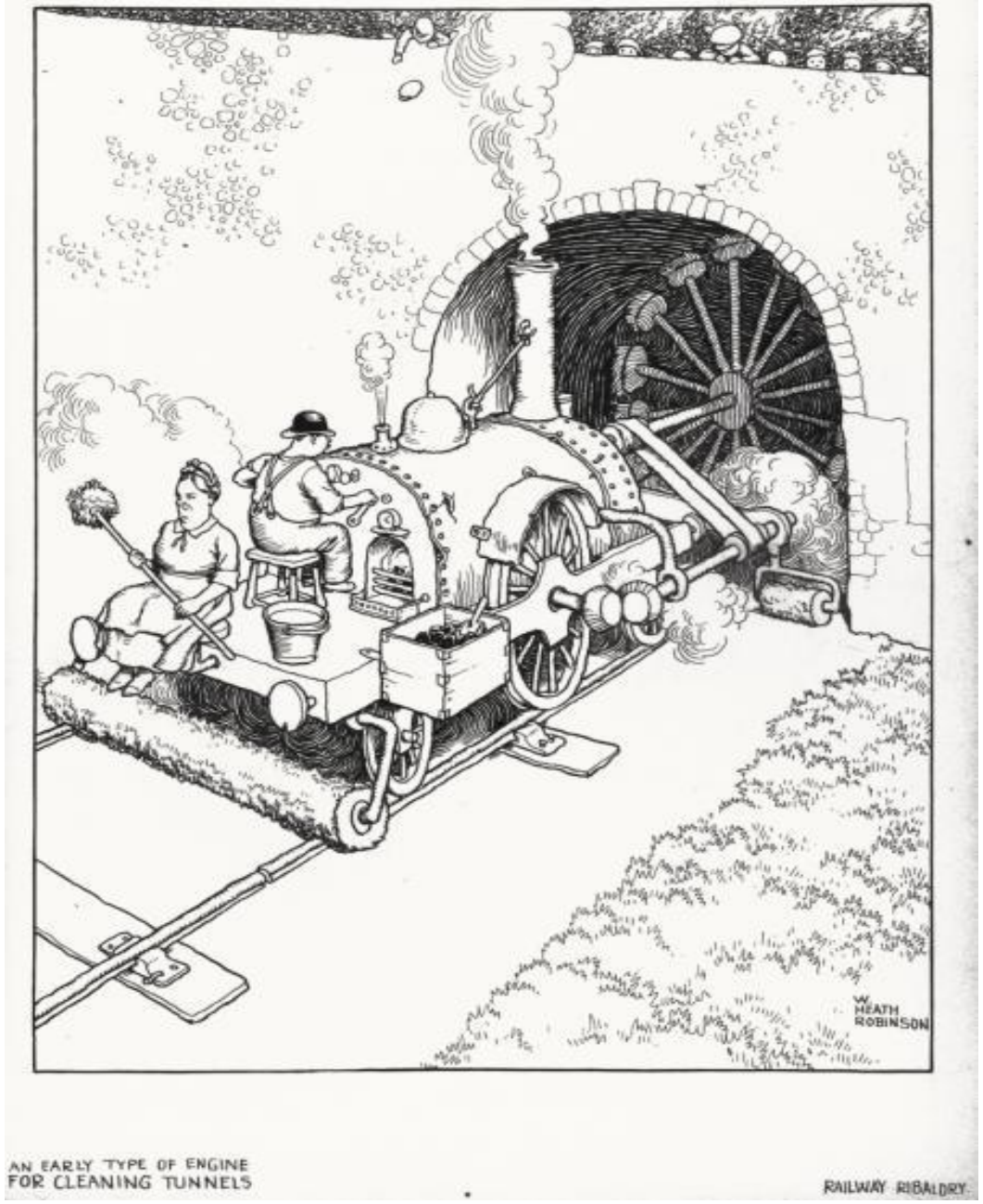
Why did you choose these words and not the others?

Focus on language for content

THE BEDSIDE GAS COOKER
BREAKFAST IN BED
FOR THE HARDWORKED
HOUSEWIFE

[THE BEDSIDE GAS COOKER BREAKFAST IN BED FOR THE HARDWORKED HOUSEWIFE] **Heath Robinson's cartoons**

Label the picture with the words:
1) brush, 2) bucket, 3) driver, 4) wheel,
5) whistle blow, 6) steam engine

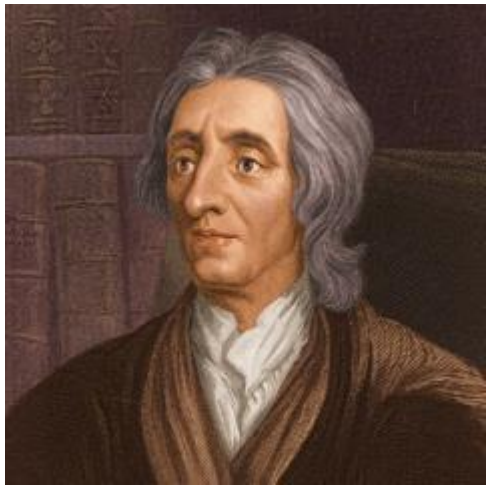


Focus on Language

_____in children, is but an appetite for knowledge. The _____ reason why children _____ themselves wholly to silly _____ and trifle away their time _____ is, because they find their _____ balked, and their _____ neglected.

(John _____1____ - 1_____)

Focus on Language



Curiosity in children, is but an appetite for knowledge. The great reason why children abandon themselves wholly to silly pursuits and trifle away their time insipidly is, because they find their curiosity balked, and their inquiries neglected.

(John Locke 1632-1704)

Critical Reading: Mining a Text

To read critically is to make judgements about **how** a text is argued. This is a highly reflective skill requiring you to "stand back" and gain some distance from the text you are reading.

THE KEY IS THIS:

don't read looking only or primarily for **information**

do read looking for **ways of thinking** about the subject matter

When you are reading avoid approaching a text by asking "What information can I get out of it?" Rather ask **"How does this text work? How is it argued? How is the evidence (the facts, examples, etc.) used and interpreted? How does the text reach its conclusions?"**

Enabling students to read critically and efficiently

Text – task relationship

What is an invention?

◆ **Read the text and complete the mind-map**

Inventions can be the result of many processes and events. There are different reasons to explain why a particular invention appears. As you already know, inventions are often the work of a single inventor, like Thomas Edison. He was a special man who was always thinking of new ideas and trying to put them into practice. But other inventions are produced by teams of people working on a problem. For example, the first computers were too big and heavy, and they occupied too much space. The development of smaller, more efficient computers was done by a team of scientists.

So why do inventions happen? Usually it is because of a need - in response to a necessity. There is a famous English saying: "Necessity is the mother of invention". For example, anaesthetic was invented because people suffered too much during operations. Robots were invented because industry needed to produce things faster, and fertilizers were invented because of the need to cultivate more food for a growing population.

Not everyone is good at inventing, although we can all try! The best inventors have always been creative thinkers. They have often had good imaginations like Leonardo da Vinci.

Inventions need materials. An idea is useless without them. A pneumatic bicycle tyre, for example, needs rubber. Without rubber, it cannot exist.

If we want to be inventors, we need imagination and materials, but we also have to think about how to promote our invention and find the people who will be interested in it.

And if we want to be famous, it is also very important to patent (officially register) our invention so we can prove that the invention was ours.
We also have to think of the ethical consequences of our inventions. For example, the jet engine has responded to the needs of transport, but jet bomber planes have been used to kill millions of people.

Finally, it is worth mentioning that inventions are not always the result of one original idea. They are often the result of a historical process. The bicycle, for example, is a combination of many inventions - the wheel, tyres, chains, brakes, spokes etc. So a series of discoveries or inventions can result in an invention that is very significant.

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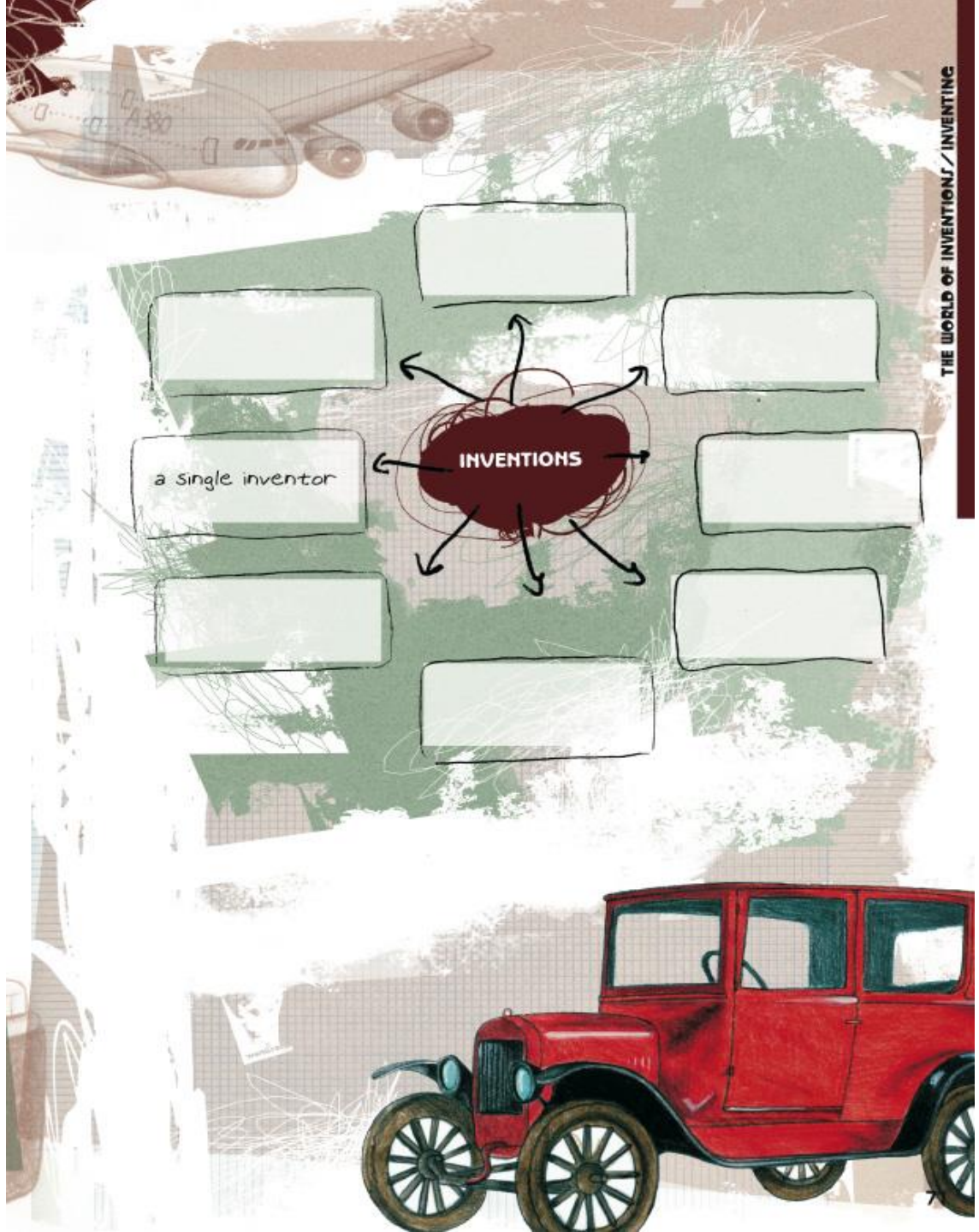

a single inventor
INVENTIONS

Diet and Disease

Part 6 Information section

Diet and disease

Certain diseases, such as coronary heart disease, breast cancer and bowel cancer are more common in some countries than in others. It is thought that some of these diseases may be linked to diet. Below is some information about them.

Obesity

People who weigh 20% more than the ideal are overweight. They have a shorter life expectancy and are more likely to suffer from diseases that include heart disease, diabetes, gallstone, high blood pressure, arthritis and varicose veins.
Some people put on weight easily. The reasons are not understood. They do not necessarily eat more than other people, but they eat more than they need and lay down the excess as fat.

Tooth decay

Tooth decay (dental caries) has been linked to diets high in sugars. Your mouth contains bacteria that break down sugars to make acids.
Acids attack tooth enamel, making it more porous. Tooth decay begins as the enamel wears away.

Heart disease

Death rates from coronary heart disease are often higher in countries where people eat diets high in 'saturated' fats such as butter, red meat, milk and cheese. A high fat diet can raise the level of cholesterol, a fat–like substance in the blood. Your body needs cholesterol, but when it collects on the inside of blood vessels you have a greater risk of heart attacks.

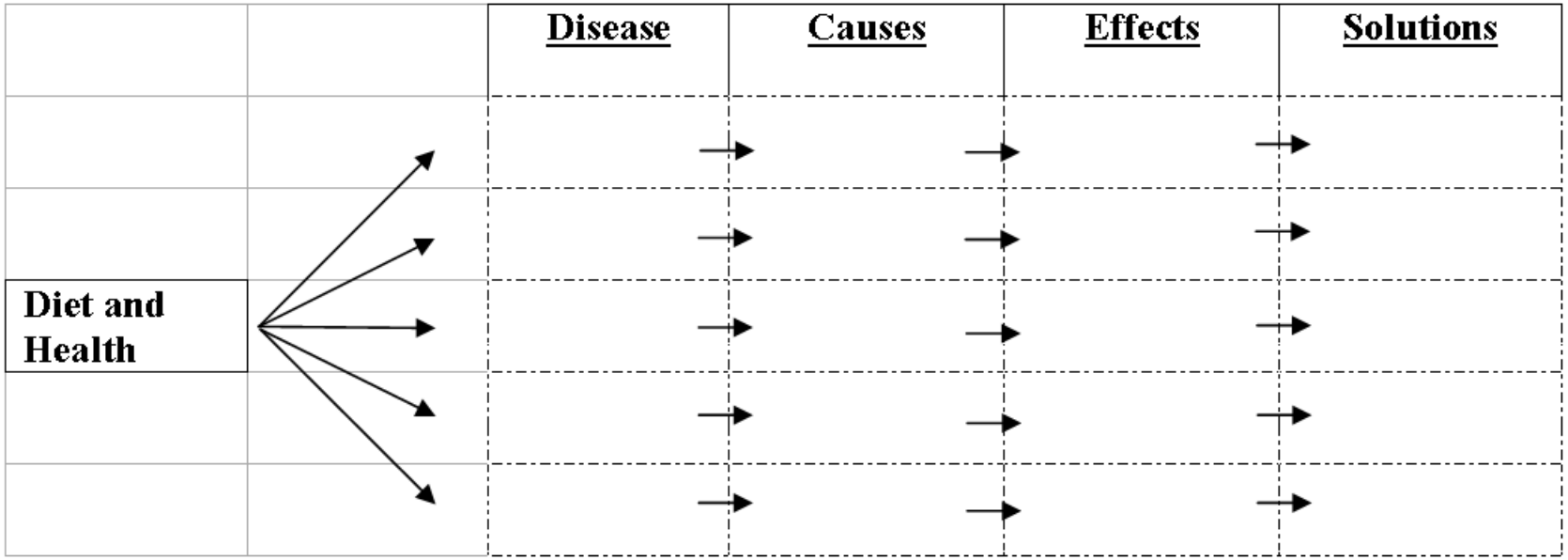
High blood pressure

High blood pressure is a condition that may lead to ill health. Doctors may advise patients to eat food without added salt, and avoid processed foods and ready meals which tend to be high in salt.

Cancer

People in different countries tend to suffer from different types of cancer. Scientists think that diet could be a major factor. It is difficult to be sure, because countries collect their statistics in different ways, so that the figures given here may not represent exactly the same thing. New studies should give more reliable statistics by the mid–19OOs.
Breast cancer is increasing in many countries. Its cause is not known, but cancer rates can be compared with how much fat people eat in different countries. Some scientists suspect that many people could avoid getting stomach cancer if they ate fruit and vegetables every day. Cancer of the bowel may also be linked to a diet high in fat. Eating enough dietary fibre may help to reduce the risk of bowel cancer.
Alcoholic drinks may be linked to cancers of the mouth and gullet (oesophagus) as well as to cirrhosis of the liver and high blood pressure.

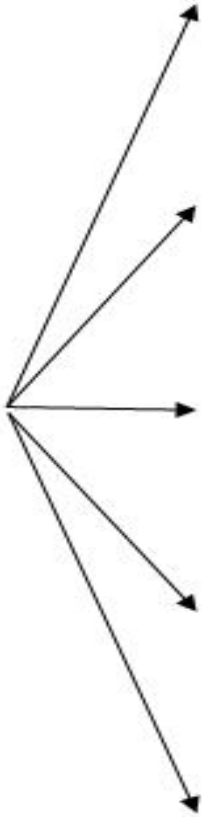
Diet and disease - structure



Keith Kelly

Diet and disease – core content

Diet and Health



Keith Kelly

Disease	Causes	Effects	Solutions
Obesity	Eating more than we need and too many of the wrong things	heart disease, diabetes, gallstone, high blood pressure, arthritis and varicose veins	Eating a balanced diet and taking plenty of exercise
Tooth decay	Diet high in sugar	Acids in the mouth eating at the enamel	Brushing your teeth carefully, eating less sugary foods
Heart disease	Diets high in 'saturated' fats such as butter, red meat, milk and cheese	High cholesterol and risk of heart attacks	Eating less saturated fats
High blood pressure	Processed foods and ready meals high in salt	Ill health	Avoiding too much salt
Cancer	Bad diet	Breast cancer, stomach cancer, bowel cancer	Eating carefully

Embedded language

Diet and Health

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Obesity	Eating more than we need and too many of the wrong things	heart disease, diabetes, gallstone, high blood pressure, arthritis and varicose veins	Eating a balanced diet and taking plenty of exercise
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Talking about cause
... is caused by ...
... comes from ...
... results from ...

Talking about effect
... can lead to ...
... is a result of ...

Talking about solutions
... could be avoided by ...

Scaffolds for production

Difficulty does not exist

There is no such thing as a difficult text

There is no such thing as an easy text

Only easy or difficult - **tasks**

Content-based approaches emphasise the **PRIMACY OF TASK**

CLIL is about scaffolding

Scaffolding

Preparing for multiple investigative reading

Breaking tasks down

Making tasks manageable for students

Enabling students to cope with the text/task challenge

Cummins' Quadrants (language)

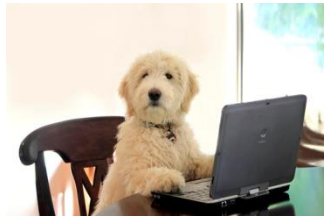
COGNITIVELY UNDEMANDING

CONTEXT EMBEDDED

CONTEXT REDUCED

COGNITIVELY DEMANDING

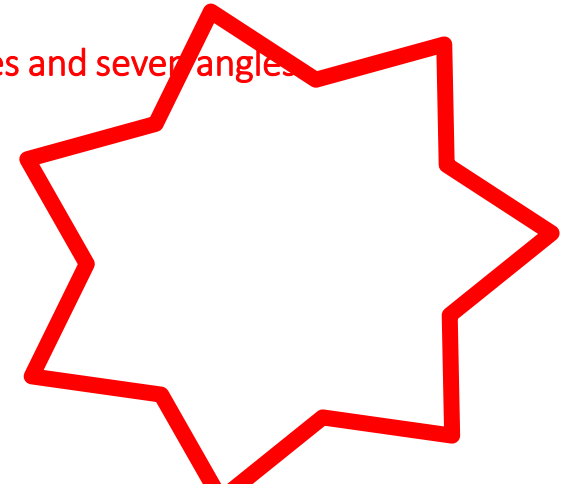
Look at that dog!



Goooooool! De Ronaldo.

In geometry, a heptagon is a polygon with

seven sides and seven angles



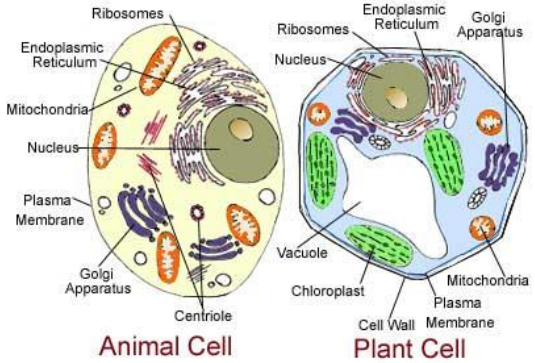
Marx's basic philosophy is

one of dialectical materialism,
itself a variety of economic determinism.

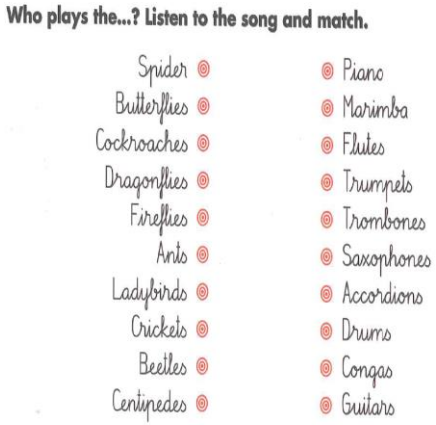
Cognitively Undemanding - tasks

A

List the differences between animal and plant cells.



B

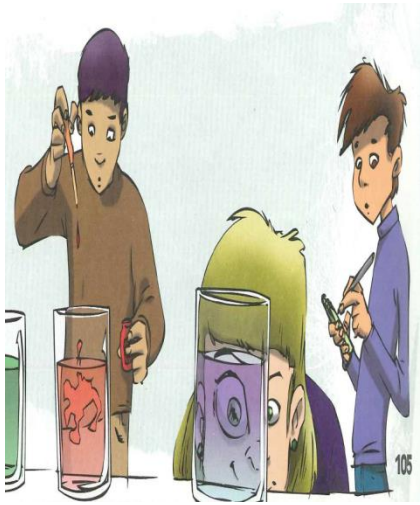


Context Embedded

Context Reduced

C

Release the hot, salty red water with the pipette. Observe & record the results. Was your hypothesis right or wrong?



D

"Dialectical materialism is based on the concept of the evolution of the natural world and the emergence of new qualities of being at new stages of evolution". Discuss.

Cognitively Demanding - tasks

History of clocks

- When do you think these different 'clocks' were invented?
  Put them on the time line.
- Listen and check

Digital clock
Sundial
Sandglass
Harrison timepiece
Atomic clock
Pendulum clock
Obelisk
Mechanical clock
Candle clock
Water clock

Focus on

product → process

Competence-led

Student-centred

Learning-focused

Skill-focused

Continuous assessment

Autonomy

Inductive learning

CLIL is about the HOW…

Not necessarily the WHAT

This is 'procedural content'

L2 reality focuses teachers on methodology

Language 'at the service' of content

'SOFT' and 'HARD' approach

Language as 'types of discourse'

CLIL is COMPETENCE-LED

ALMOST BY DEFAULT

Phil Ball, Krasnoyarsk 2014

Procedural: Activating meaningful language for meaningful purpose

BICS

Basic

Interpersonal

Communication

Skills

CALP

Cognitive

Academic

Language

Proficiency

Procedural: Activating meaningful language for meaningful purpose

BICS  CALP

CALP  BICS

Procedural: Activating meaningful language for meaningful purpose

a) The video is about (one word)_____

b) What does Marge say at the end?___

c) Identify 3 problems or influences which help Homer to evolve.

d) How does Homer change at these 3 points?

e) Now re-arrange, employing a CALP explanation.

Phil Ball 2014

Procedural: Activating meaningful language for meaningful purpose

https://www.youtube.com/watch?v=Ci9jfMvoLb4

https://youtu.be/Ci9jfMvoLb4

The Simpsons: Homer Evolution

Acknowledgements to Phil Ball