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

CONTENT

LANGUAGE

INTEGRATED

LEARNING
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
IMMEDIATE: MIDDLE-CLASS
EXTENDED: WORKING-CLASS
LOVING: MODERN
NUCLEAR: WEALTHY
ONE-PARENT
DYSFUNCTIONAL
ROYAL
TRADITIONAL
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FAMILY

IMMEDIATE  MIDDLE-CLASS  TIES  HEIRLOOM
EXTENDED  WORKING-CLASS  BONDS  MOTTO
LOVING  MODERN  TREE  NAME
NUCLEAR  WEALTHY  GATHERING  AND FRIENDS
ONE-PARENT  GET-TOGETHER  LIFE
DYSFYNCTIONAL  MEMBERS  BACKGROUND
ROYAL  HISTORY  VALUES
TRADITIONAL  HOLLIDAY

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)

   - Coffee
   - Cheese
   - heavy
   - light
   - mild
   - weak
   - strong
   - beer
   - Read (n)
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/torch/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 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____)
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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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 such as heart disease, diabetes, gallstones, 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-1990s.

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 cirrhosis of the liver and high blood pressure.
## Diet and disease - structure

<table>
<thead>
<tr>
<th>Disease</th>
<th>Causes</th>
<th>Effects</th>
<th>Solutions</th>
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<td>Diet and Health</td>
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Keith Kelly
## Diet and disease – core content

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<td>High cholesterol and risk of heart attacks</td>
<td>Eating less saturated fats</td>
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<td>Processed foods and ready meals high in salt</td>
<td>Ill health</td>
<td>Avoiding too much salt</td>
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<td>Breast cancer, stomach cancer, bowel cancer</td>
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# Embedded language

## Diet and Health

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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...
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
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.

Look at that dog!

Gooooool! De Ronaldo.
List the differences between animal and plant cells.

“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.
History of clocks

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

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

Timeline:
- 3000 BC
- 2000 BC
- 1000 BC
- The Year 0
- 1000 AD
- 2000 AD
Focus on

Product vs. 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