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Integrated Content and Language via a Unified Digital Environment Integrated Content and Language via a Unified Digital Environment

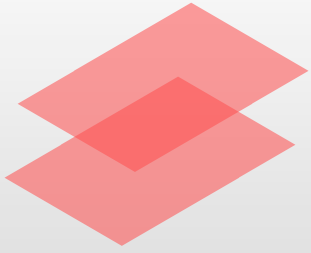
CLIL

Content and Language Integrated Learning

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CLIL

- ◆ 4Cs
- ◆ Content and Language
- ◆ Language use in daily life contexts/situations
- ◆ Vocabulary appropriate for age
- ◆ Contextualised grammar
- ◆ Scaffolding/Differentiation techniques





1. Content

2. Communication

4. Culture

3. Cognition

1. CONTENT

The Content element is employed (content knowledge and skills)

2. COMMUNICATION

The Communication element is employed (using language to learn and communicate)

3. COGNITION

The Cognition element is employed (thinking processes appropriate for the language demands)

4. CULTURE

The Culture element is employed (opportunities for cultural awareness and shared understanding)

The three dimensions of CLIL

Ball, P., Kelly, K. & Clegg, J. (2015)

The activity teaches conceptual content, by means of procedural choices (cognitive skills), using specific language derived from the discourse context. All the words underlined here can be described as 'content', but it is the interplay between them that lies at the heart of CLIL practice. The concepts are ultimately understood by doing something, using a certain type of discourse.

Science content to be acquired (**concepts**)

Skills to work on the concepts (**procedures**)

To differentiate between the planets in the Solar System, **BY** interpreting, transcribing and producing descriptions **USING** derived adjectives, comparatives and superlatives, and language to express relative distances.

Specific language items associated with the conceptual content (**language**)

THE LANGUAGE TRIPTYCH

Coyle, Hood and Marsh 2010

LANGUAGE OF LEARNING

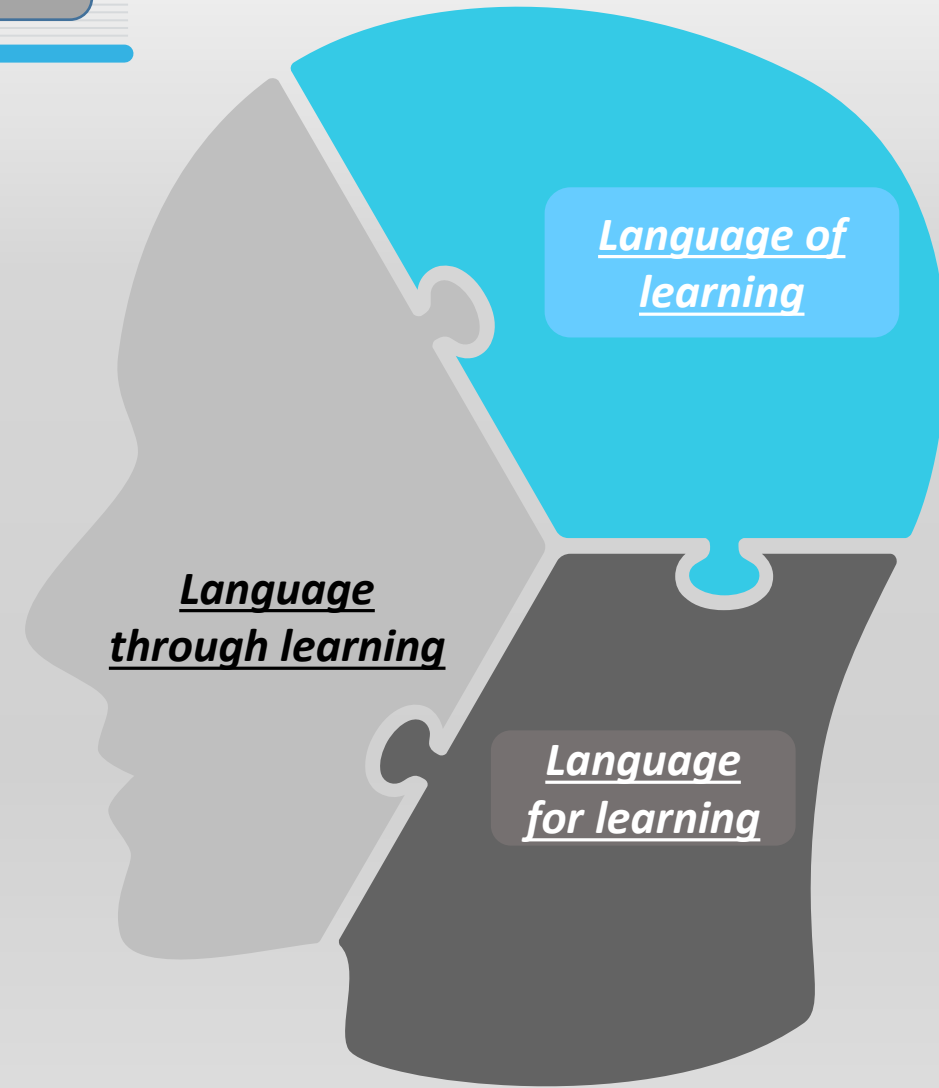
Analysis of language needed for learners to access basic concepts and skills relating to the subject theme or topic.

LANGUAGE FOR LEARNING

Focus on the kind of language needed to operate in a foreign language environment.

LANGUAGE THROUGH LEARNING

Emerging language that needs to be captured, recycled and developed



Exploratory talk

Mehisto, P. & Ting, T. (2017)

**Giving students
a few moments
to reflect on
some aspect of a
topic**

**Encouraging
students to ask
questions of each
other**

**Asking students
to explain their
reasoning**

**Linking the teacher's
explanation to the
students' previous
explanations**

Contextualised Grammar

Describing outcome

verb	example
become	Liquids and gases become less dense as they get warmer.
get	As conditions get worse and there is less food, aphids reproduce sexually like other animals.
give rise to	In some cases, you can actually see or feel the vibrations that give rise to the sounds.
lead to	If the concentration of water in the cells is lowered due to loss of water from the body through evaporation and urine, this can lead to complications.

Cause and effect
Adverbs and conjunctions

cause
because of: Water moves up the xylem vessels because of three factors: root pressure, capillary action and transpiration.
due to: The pumping action of the heart is due to regular contractions of the cardiac muscle.
because: Cross-pollination produces greater variety in offspring because it involves two parents.

Fluency is more than important accuracy

Awareness of structures that occur frequently in a given subject

Language frames the natural vehicles for the task

Content, theme and task are the driving forces

Contextualized grammar (contexts, functions, real life situations)

Grammar activities of communicative nature

Examples of language frames (Keith Kelly)

adjectives for describing importance

vital	Organisms need a transport system to get vital substances like water around the body and to the cells.
important	Oestrogen is important in the menstrual cycle from puberty until menopause.
major	Carbohydrates, proteins and fats are the major components of our diet.
essential	Without oxygen, humus cannot be broken down into essential nutrients required for plant growth.

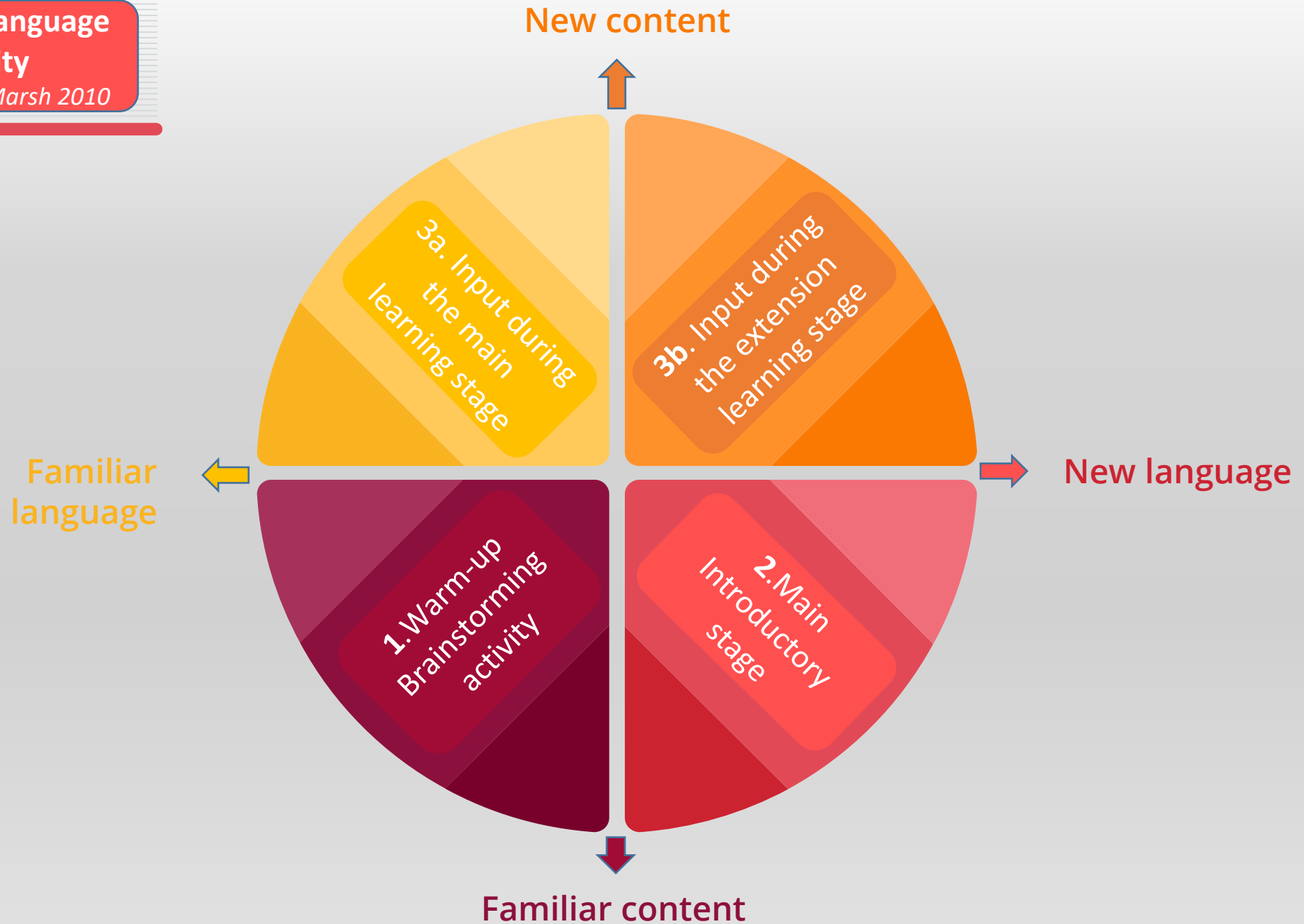
Conclusions and findings

Nouns

word	example
result	Exchange your results with four other people in your class and compare your findings.
outcome	Describe one possible outcome of this change to farming practice.
data	Plot a graph of population growth against years, using the data given in the table.
survey	Do a survey of your class to find the number of students who have ever had wheezing, allergies, bronchitis, pneumonia or asthma.

Content and language familiarity

Coyle, Hood and Marsh 2010



SCAFFOLDING / DIFFERENTIATION TECHNIQUES

**Rephrase/
summarize**

**Draw
conclusions**

**Develop
communica-
tion skills**

**Encourage
learner
autonomy**

**Give
feedback**

**Encourage
peer
feedback**

**Provide
context**

**Activate
prior
knowledge**

**Show how
it works**

**Provide
model
language**

**Repeat
information**

**Associate
information**

**Use
glossaries
(in L1 & L2)**

**Have more
able SS help**

**Have less
able SS do
less**