

Teaching English webinars for teachers

The Different Languages of CLIL: Language use in the CLIL classroom

Sarah Hillyard



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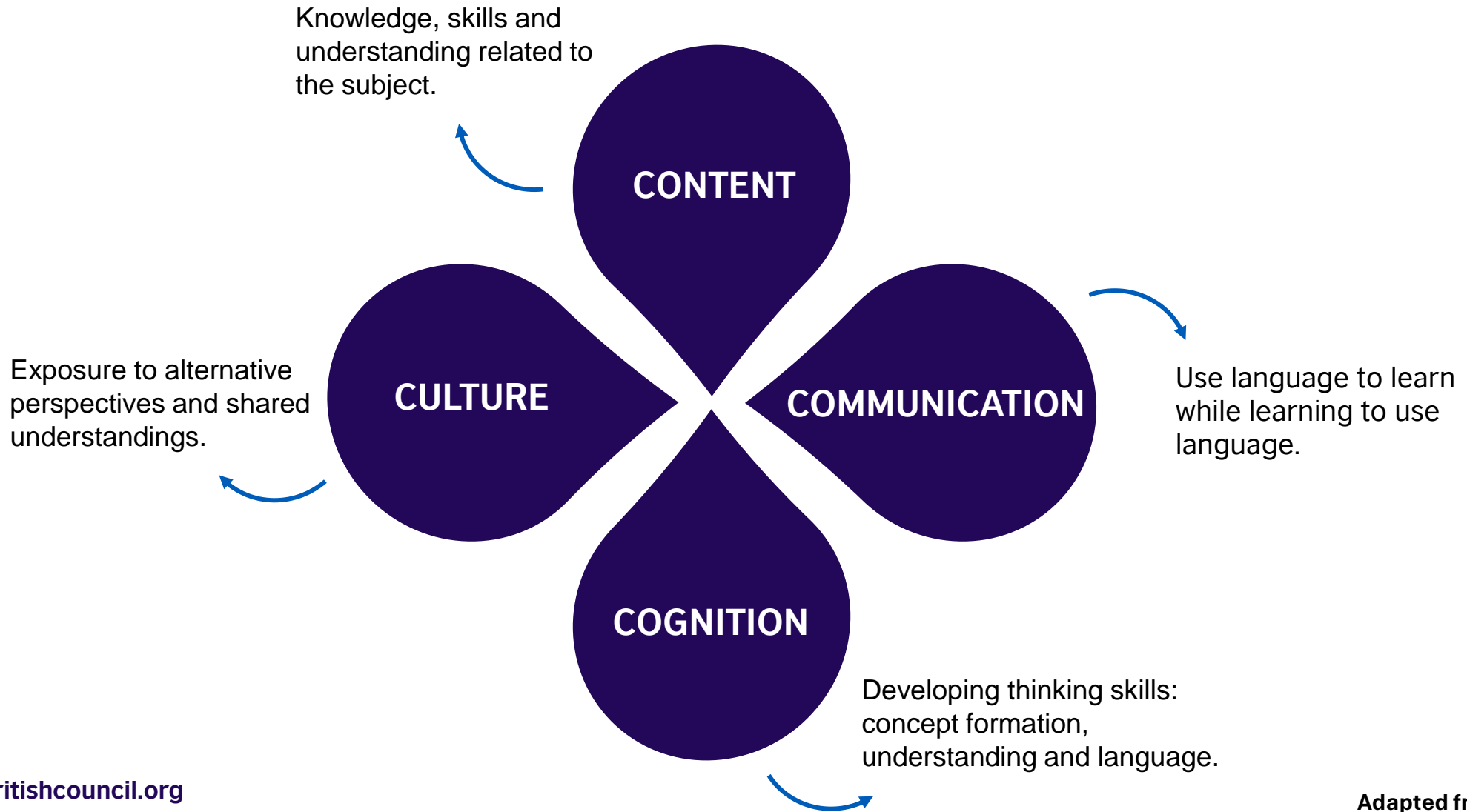


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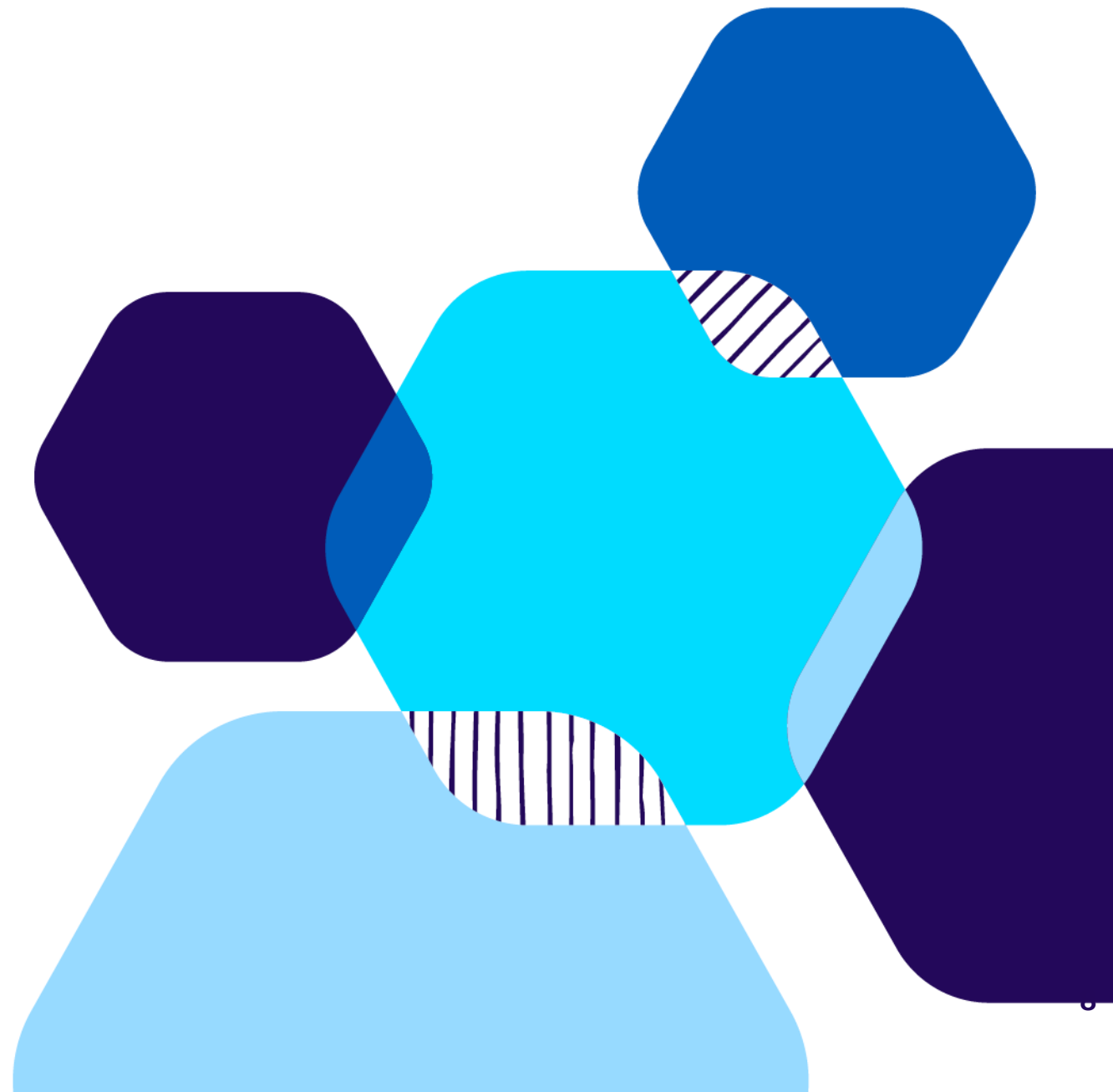
PASSION = CONTENT
+
LANGUAGE

The elements of a successful CLIL lesson



Session plan

1. What are the different languages of CLIL?
2. Samples of language.
3. How do we teach it?
4. The role of learners' own languages (L1).



Big questions

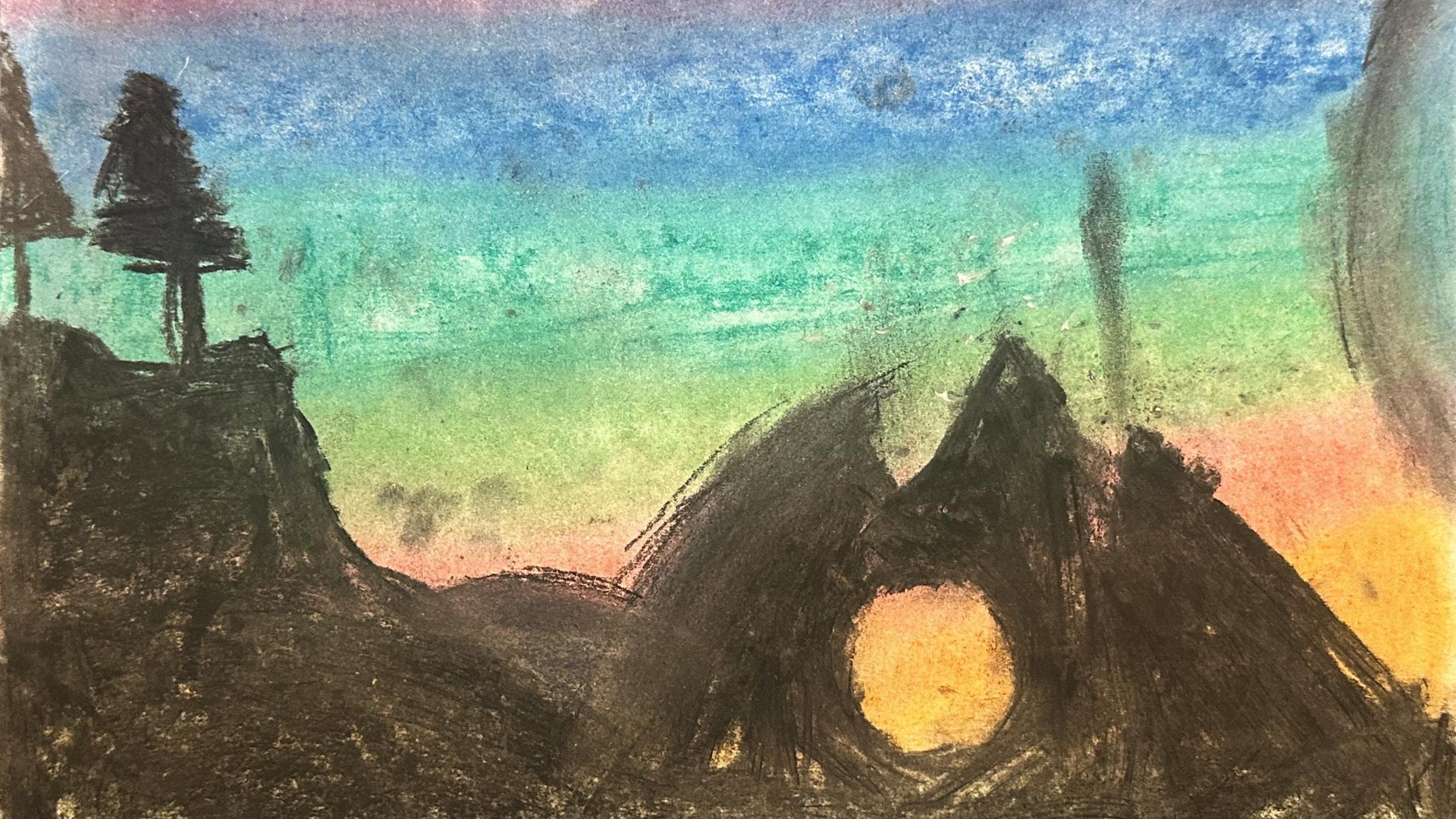
“In CLIL, the content is more important than the language”

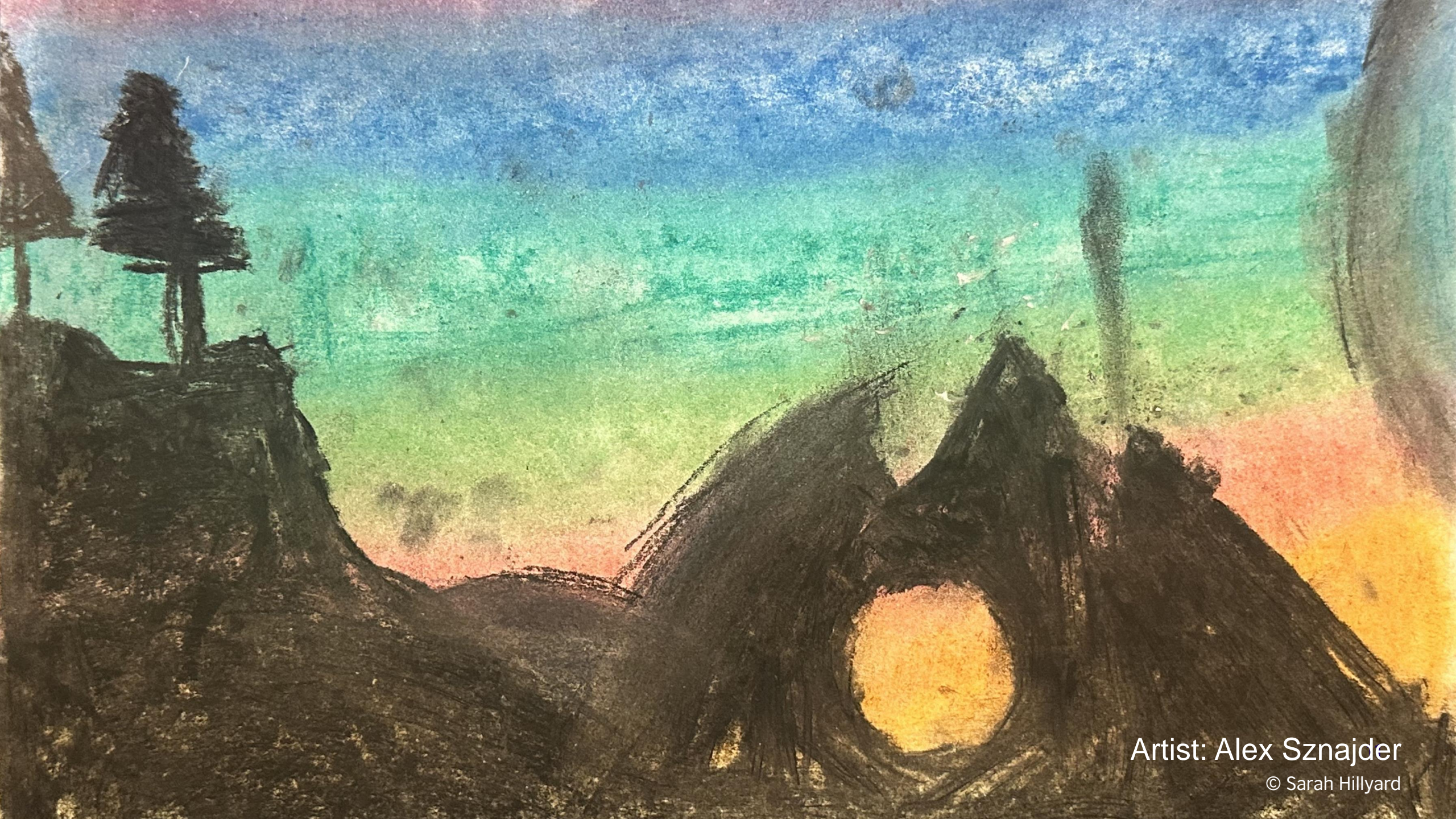
So ... why are we looking at LANGUAGE then?

- How is **language** connected with content?
- How is **language** used in CLIL? To learn? To communicate?
- Is it the **language** that determines the subject matter or the subject matter that determines the language?
- Is it about knowing **language**, or knowing what to do with it?

“Language is not everything in education, but without language, everything is nothing in education”.

– Wolff, 2011



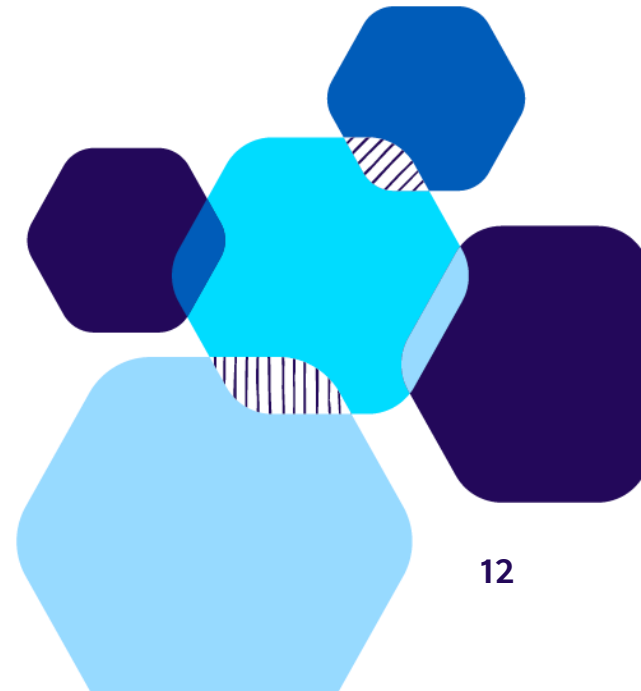


Artist: Alex Sznajder

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Language ...

- ... forms the way we access knowledge.
- ... forms the way we express content.
- ... makes content understanding and use different in the first and second languages
- ... is used to learn as well as to communicate.
- ... is determined by the content. YES! Content matters too!
- ... is not an “added bonus”.



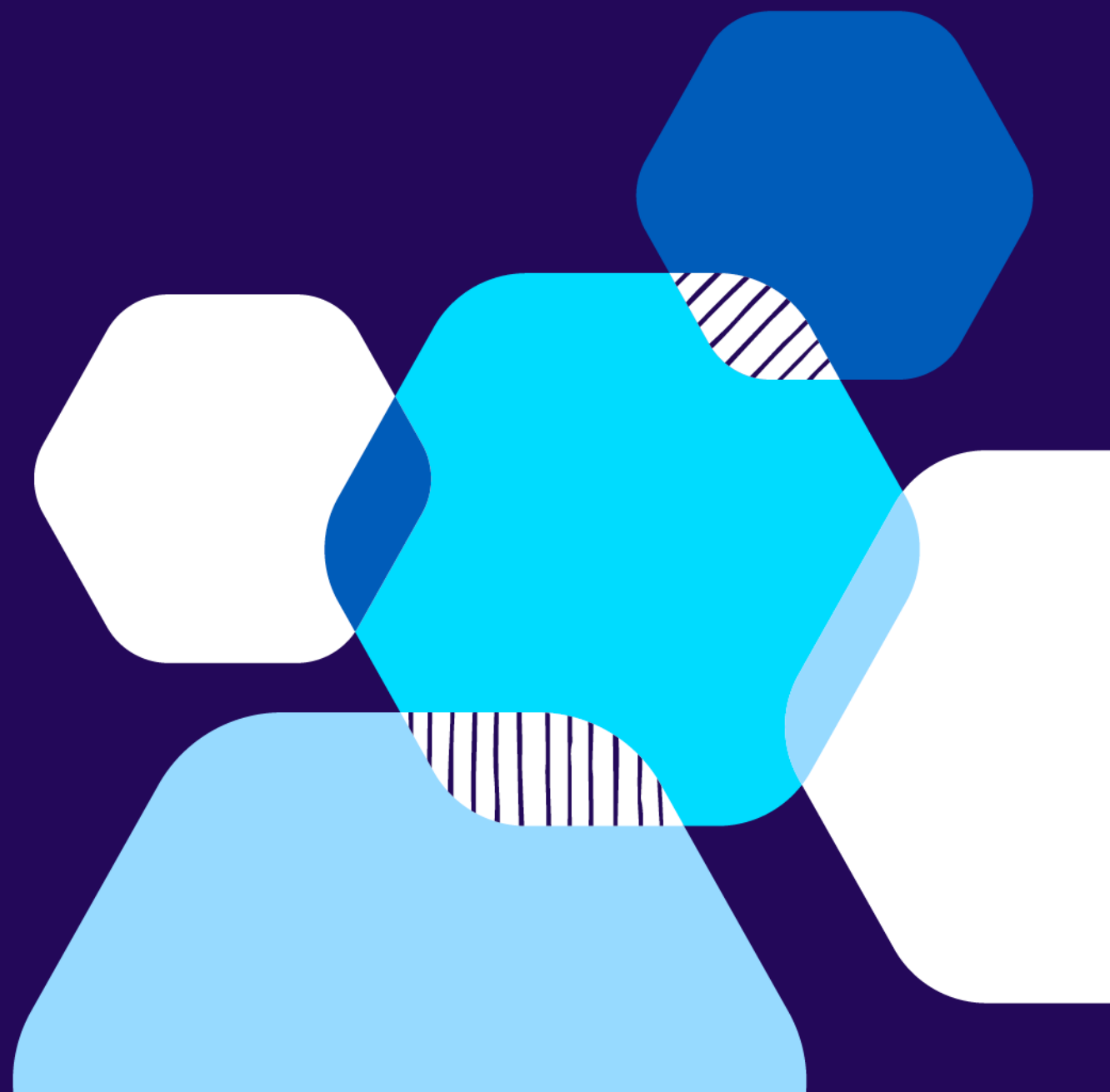
THE LANGUAGES OF CLIL

- **BICS** and **CALP**
- **Basic Communication Skills:** everyday conversational skills.
- **Subject-Specific Language:** vocabulary and terminology linked to the content.
- **General Academic Language:** more formal, structured language used to explain complex ideas and engage in discussions.
- The role of **learners first language(s) (L1)**.

BICS and CALP

James Cummins

www.britishcouncil.org



BICS and CALP

Basic Interpersonal Communication Skills (BICS)

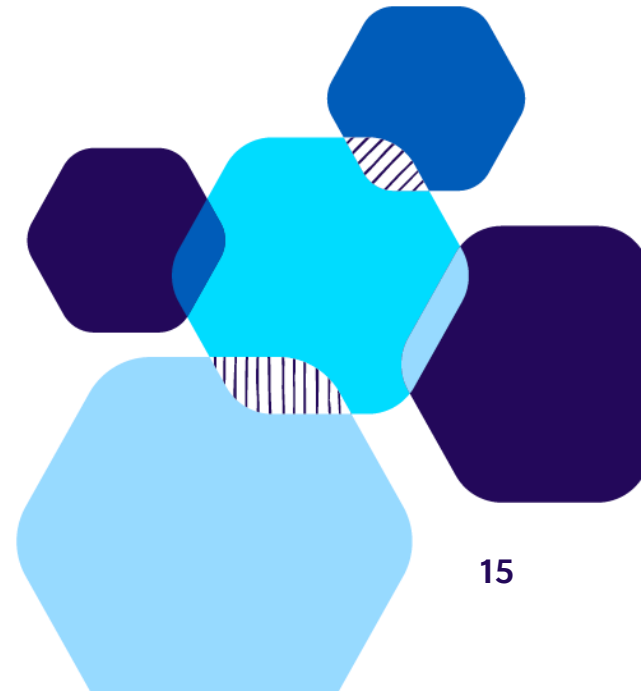
Everyday language for social situations and for communicating in classroom settings.

- greetings
- small talk
- expressing likes and dislikes
- ...

Cognitive Academic Language Proficiency (CALP)

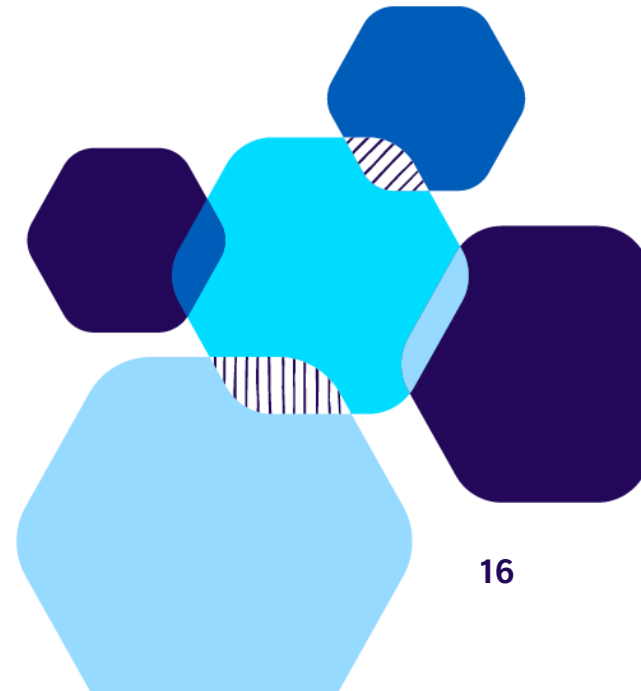
Academic language required for understanding and communicating more complex academic concepts.

- listing
- defining
- classifying
- Predicting
- ...

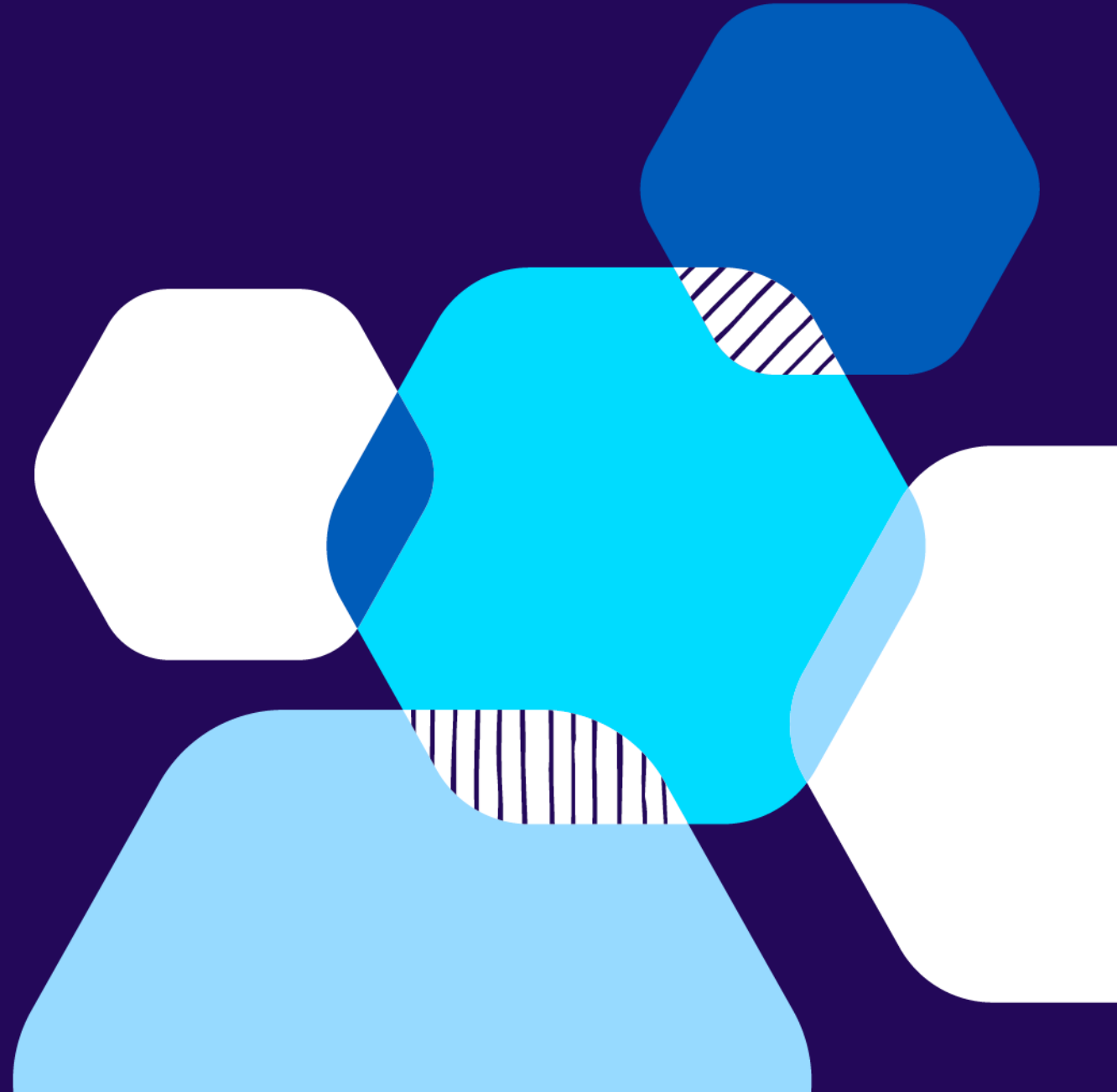


Which are BICS? Which are CALP?

- Good morning. How are you?
- Sharks live in the ocean. It's their habitat.
- Carrots, onions and potatoes are vegetables.
- I like apples. Do you like apples?
- Get your books, please.
- Analyse this data and record your reasoning.



Basic communication skills



Basic communication skills

- Social, everyday interaction, “conversational survival”, “playground English”.

Can I have
some water,
please?

Get your books
out please.

Can you tie my
shoelaces,
please?

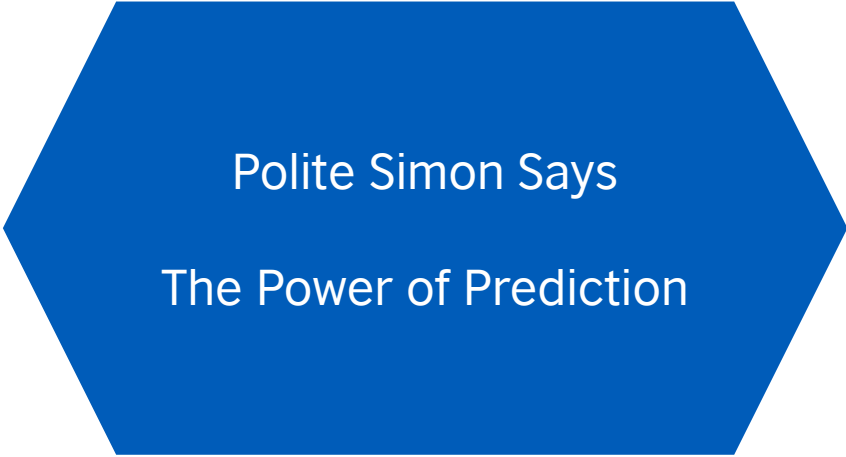
Stand up
Sit down.

Can I sit at your
table?

Do you want to
play?

Basic communication skills

How do we teach it?

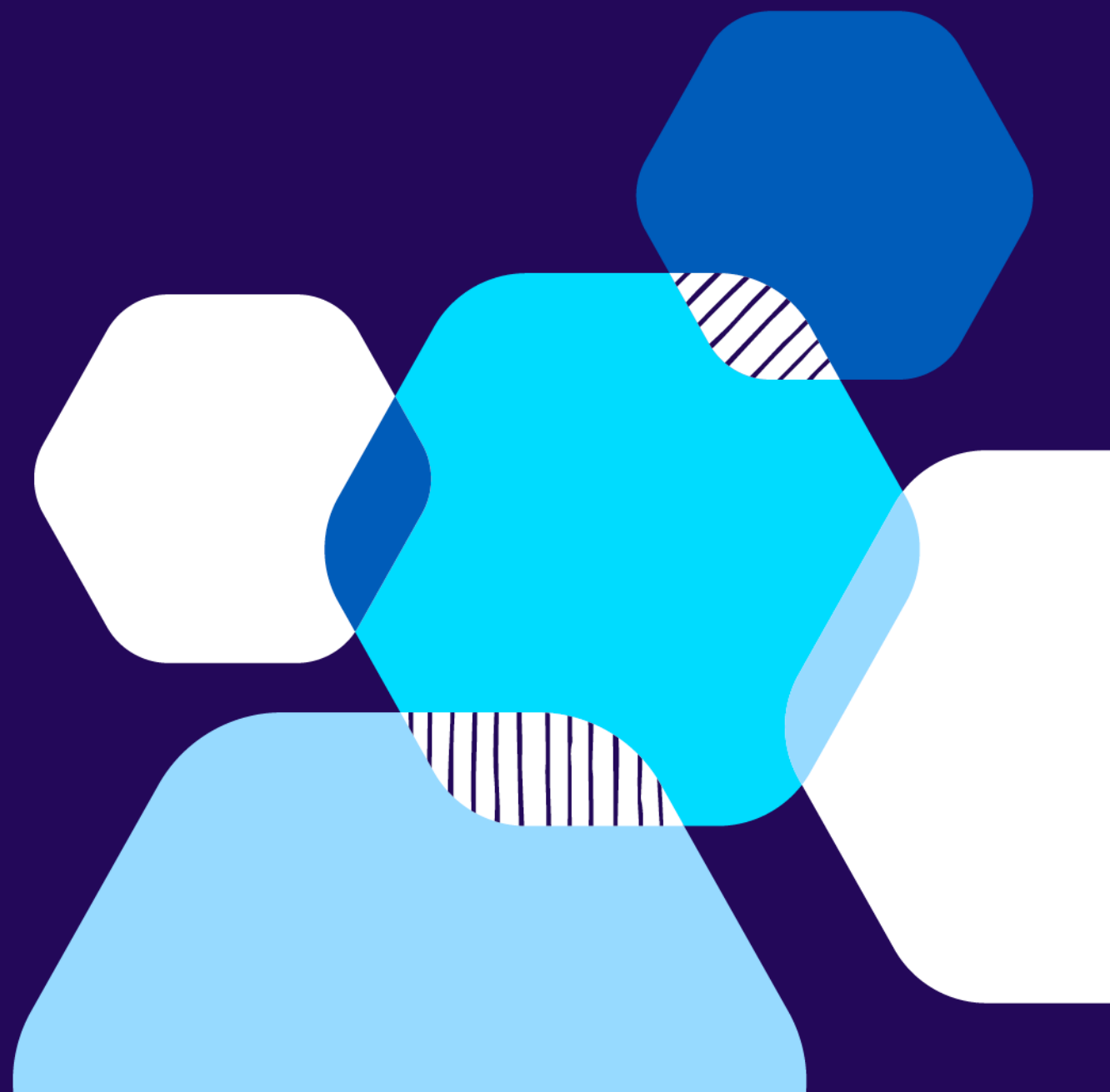


Polite Simon Says
The Power of Prediction

TIPS!

- Revisit in everyday interaction
- Provide frequent exposure
- Offer cues: gestures, facial expressions, tone of voice

Subject-specific language



Subject-specific language

- More specialised language that is directly tied to the content.
- The language of questioning.

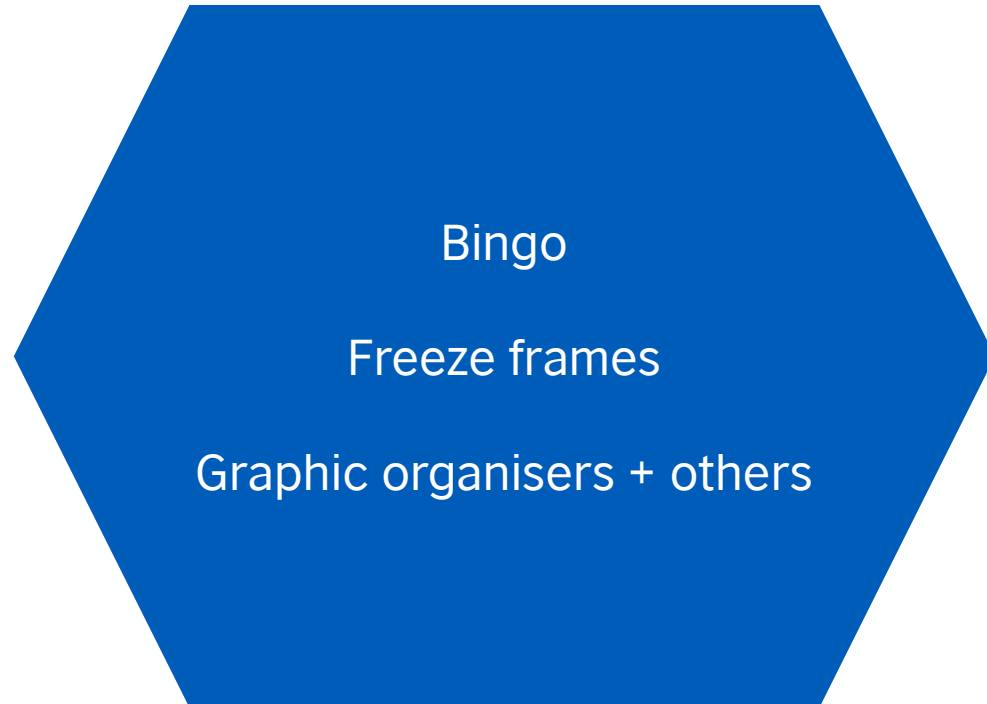
circle, square,
triangle, rectangle,
oval, wavy line,
straight line

photosynthesis, plant,
leaf, sunlight, water,
air, oxygen, carbon
dioxide

times tables

Subject-specific language

How do we teach it?



TIPS!

- Pre-teach important words.
- Highlight key words.
- Provide texts, diagrams.
- Practise, practise, practise!
- Gradual progression.
- Make it visible!

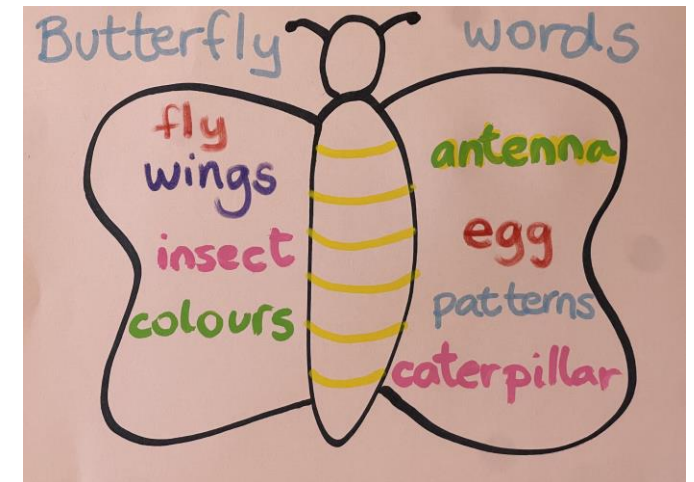
Subject-specific language

Anchor charts:

- are made by the teacher with the learners
- capture important content/language
- provide visual reference for students
- can be displayed on classroom walls.

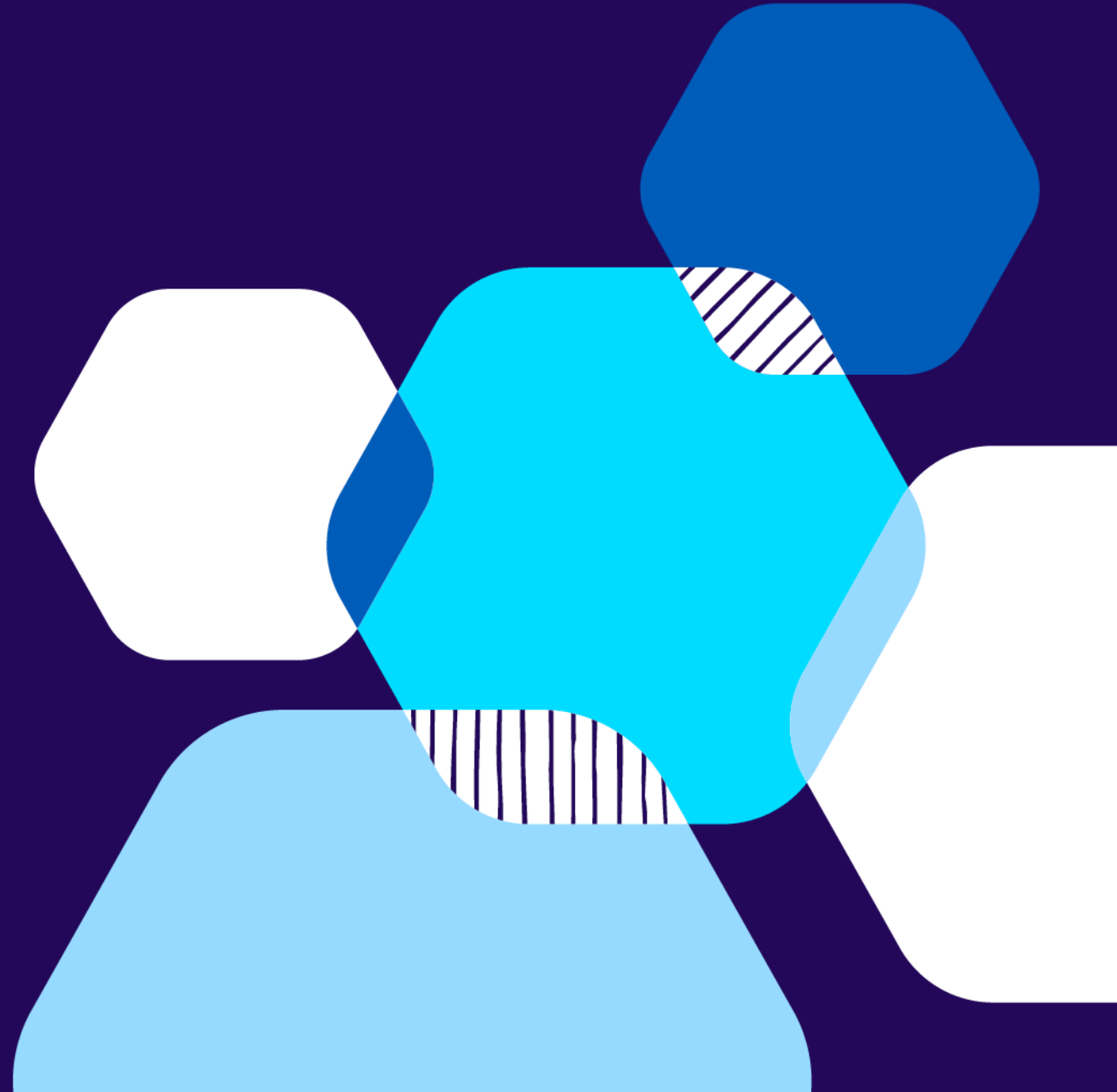


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General academic language



General academic language

- Non-discipline-specific language which is needed for understanding and applying new concepts and ideas.
- Related to the thinking processes and skills involved in the task.

I think ...
... because ...
... to ...
... but ...
... more than ...
I can see ...

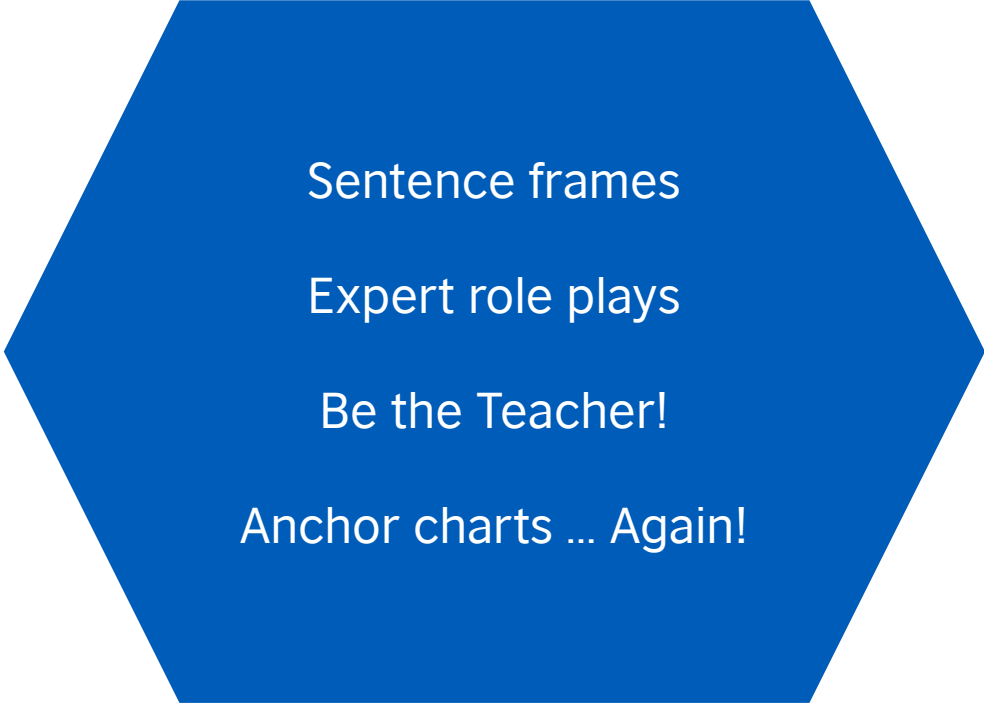
Let's observe/
predict/compare/
classify/
experiment/test/
label/investigate/
hypothesize...

First...,
Next..., Then...,
Finally, ...

Record the
data in a **table**

General academic language

How do we teach it?

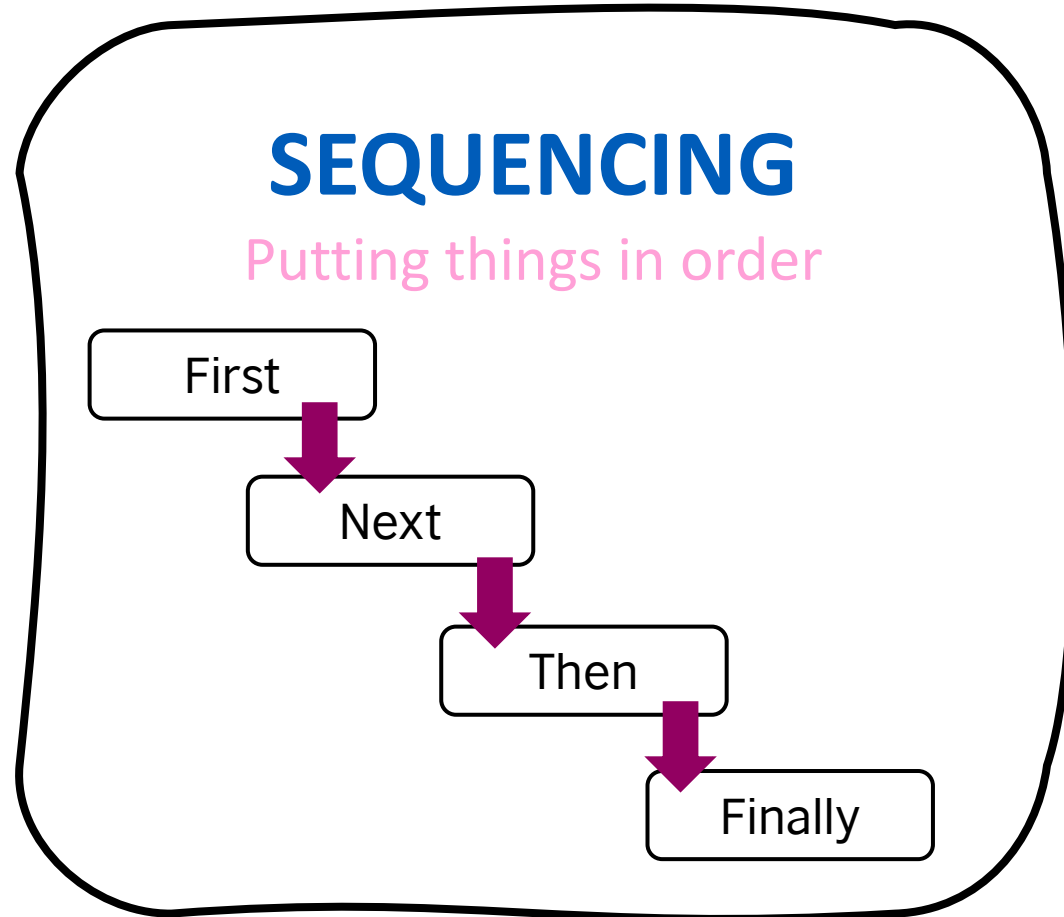


Sentence frames
Expert role plays
Be the Teacher!
Anchor charts ... Again!

TIPS!

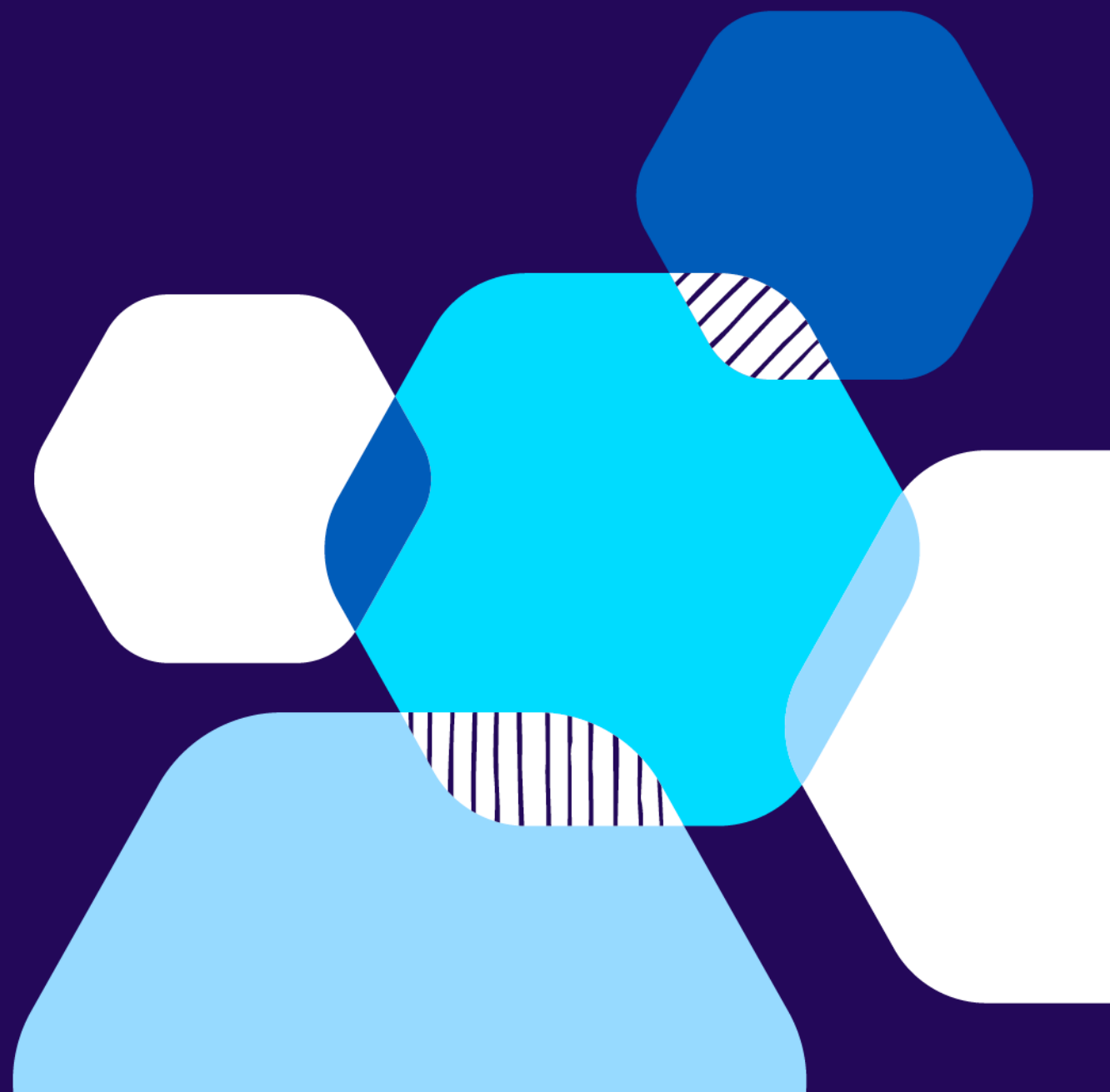
- Be patient!
- Offer multiple encounters.
- Be explicit.
- Give opportunities for practice.
- Make it visible!

Anchor charts



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The role of learner's own languages



The role of L1

- Giving instructions
- Cognates
- Building rapport
- Translating / translinguaging
- Metalinguistic skills
- Sharing lesson objectives
- Safety
- Complex activities
- French common core of knowledge, skills and culture

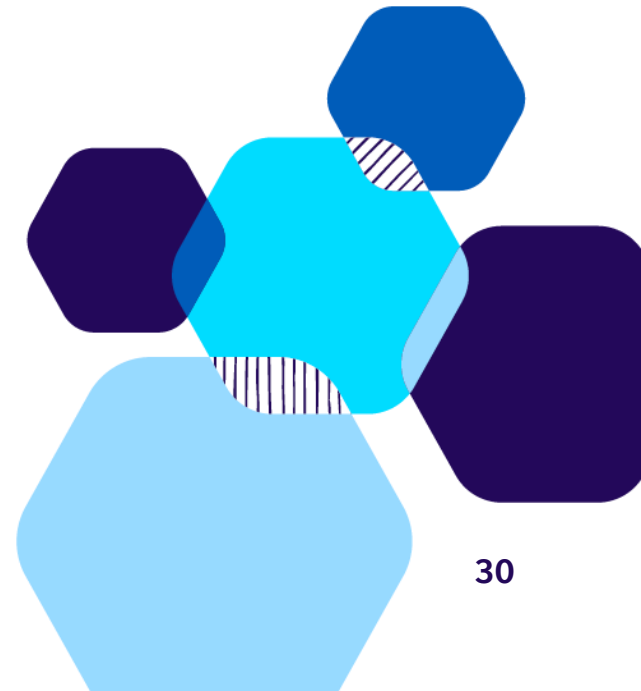
TIP!

Give learners' first language(s) a place:

- a hat
- a special chair
- the English Box
- a designated spot in the classroom

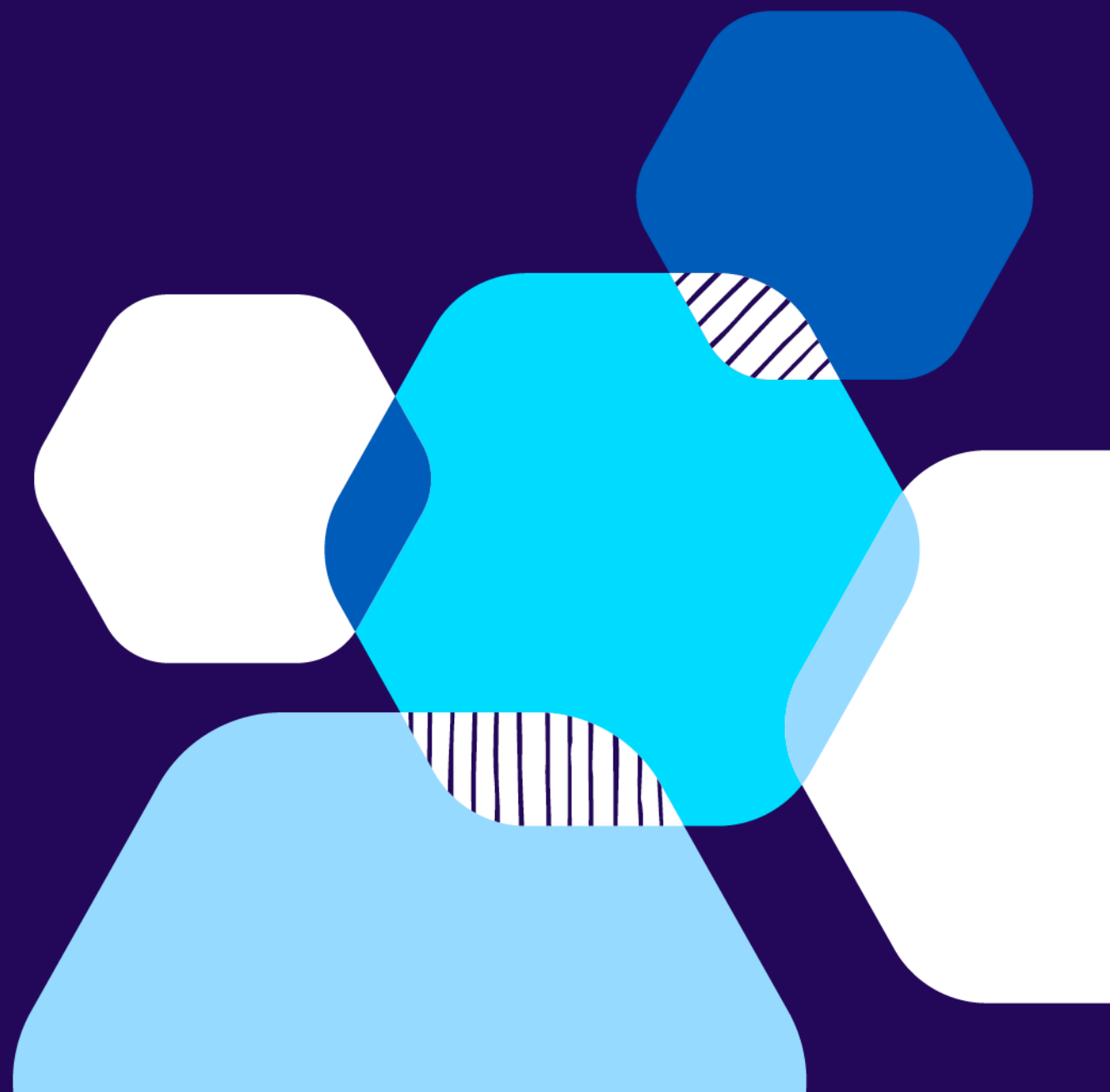
Recap ...

- What are the different languages of CLIL?
 - BICS and CALP
 - Basic Communication Skills
 - Subject-Specific Language
 - General Academic Language
 - Learner's first language(s) (L1)
- What do these languages look like / sound like?
- How do we teach them?



“Language is not EVERYTHING in education, but without language, everything is nothing in education.”

Wolff 2011



Over to you

We strongly encourage you to complete the post-webinar task to consolidate your learning.

This task and the recordings of our webinars are available here:

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