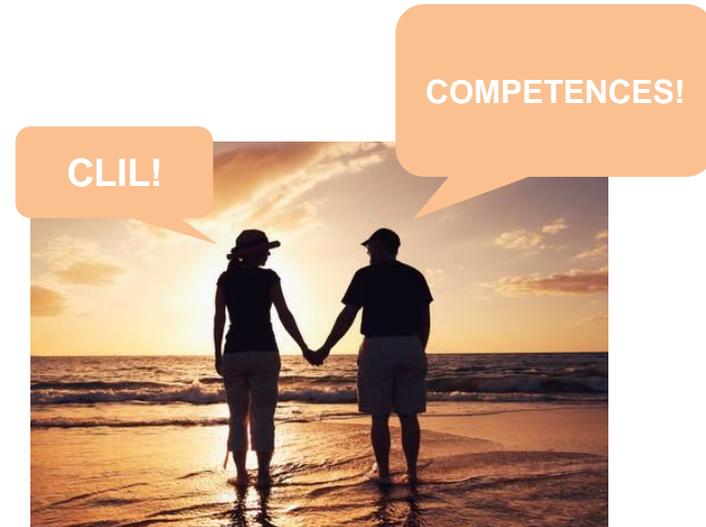


CLIL and competences - a happy marriage

Phil Ball,
Narva, October 28, 2021



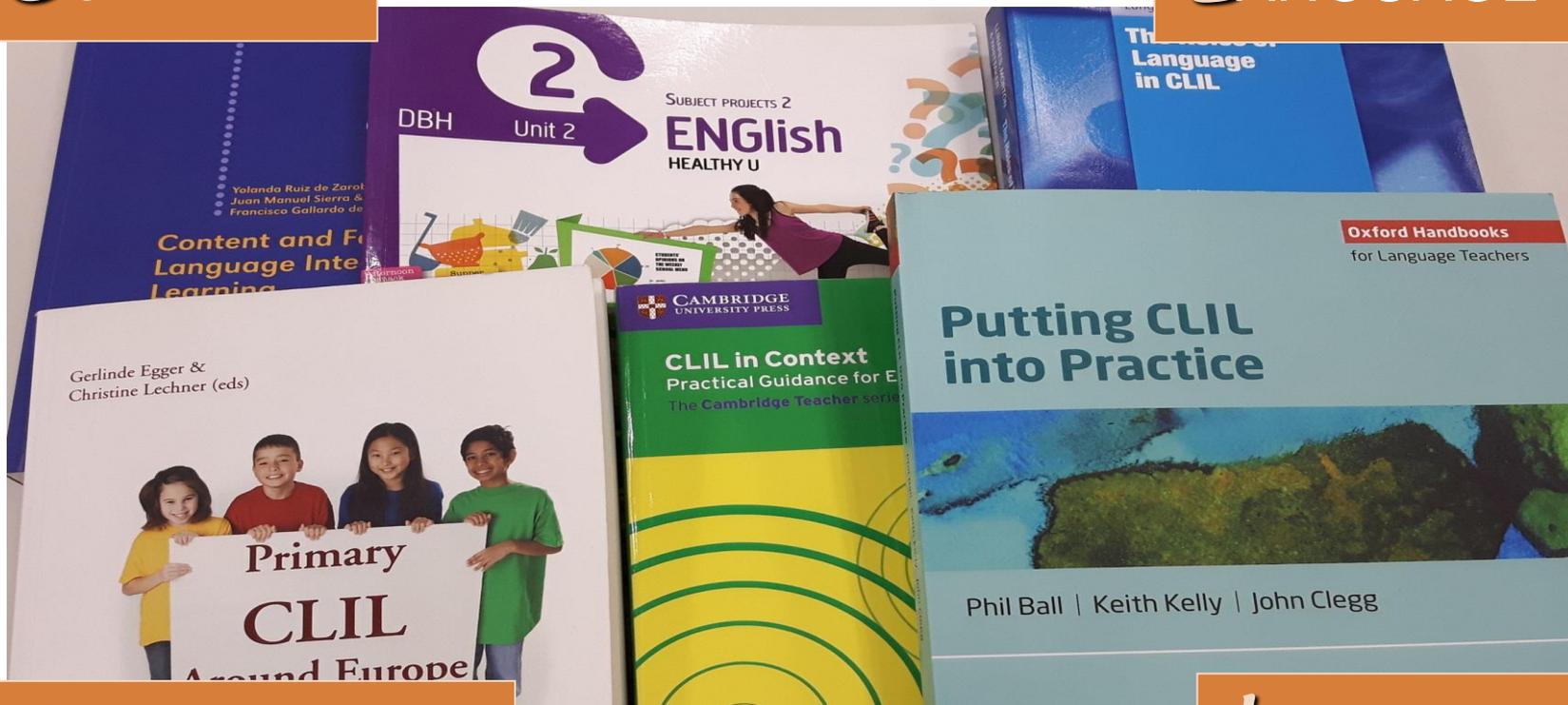


1. CLIL and CLIL teachers
2. What do language teachers need to know?
3. What is a competence?

CLIL

C
CONTENT

L
LANGUAGE



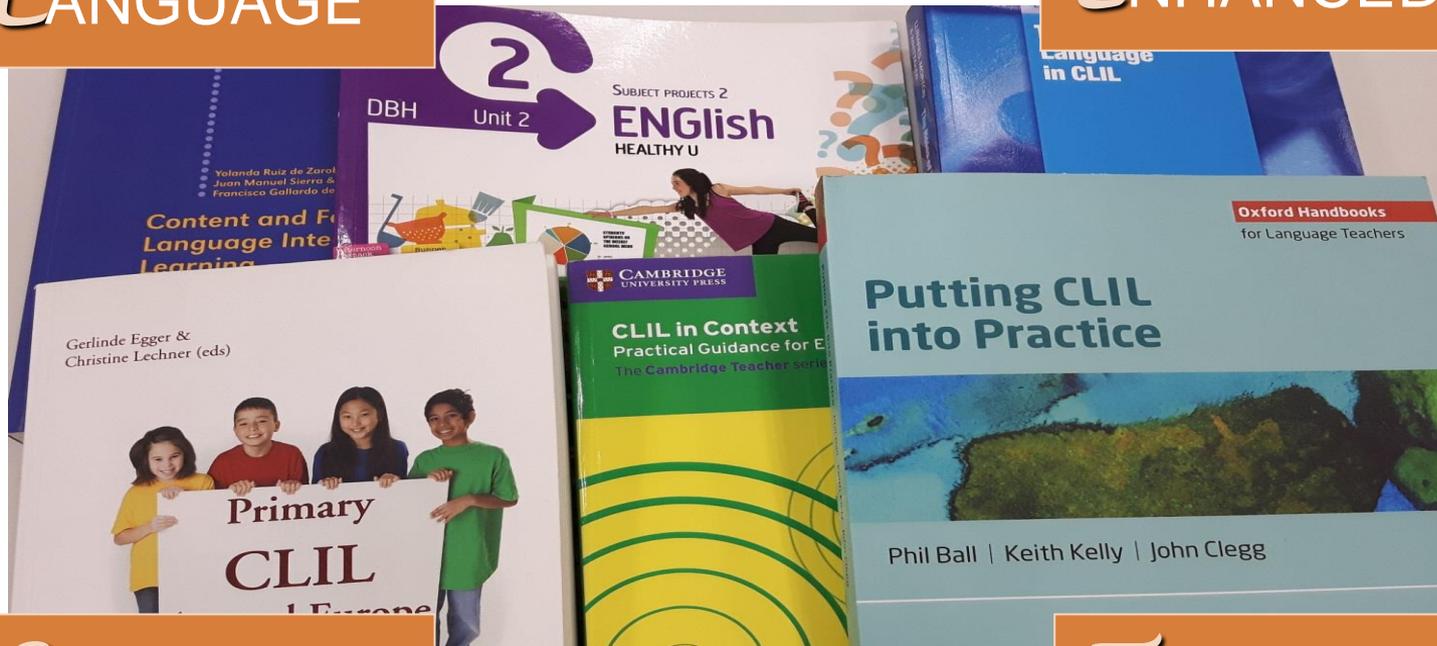
I
INTEGRATED

L
LEARNING

LEST

L
LANGUAGE

E
ENHANCED



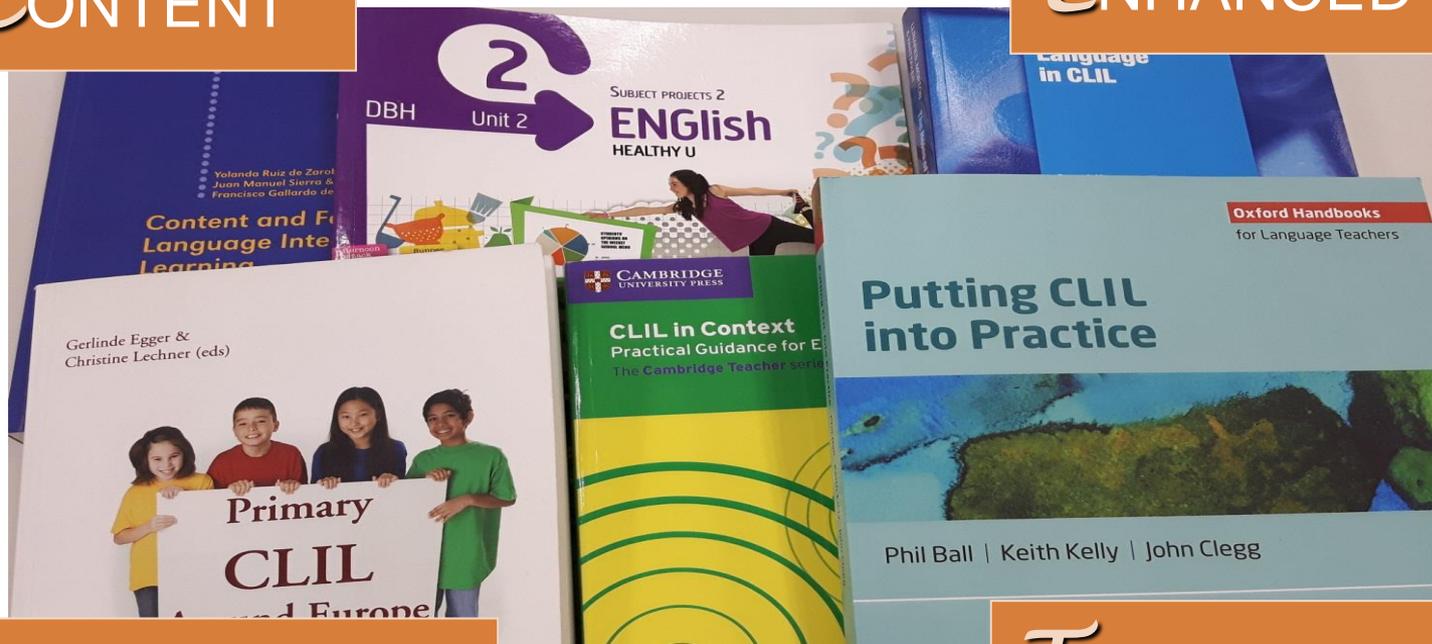
S
SUBJECT

T
TEACHING

CELT

C
CONTENT

E
ENHANCED



L
LANGUAGE

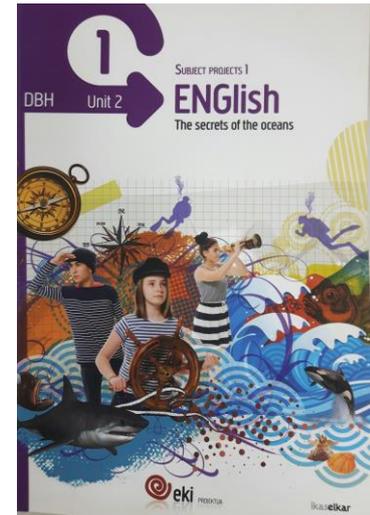
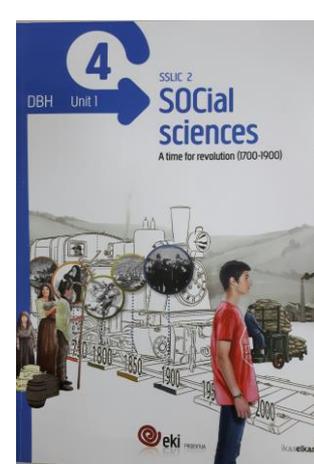
T
TEACHING

CLIL – 2 ‘types’

‘Hard’ CLIL (content-led) – subject teachers teaching through English

‘Soft’ CLIL (language-led) – language syllabus incorporating more conceptual content

A useful distinction, but ultimately divisive. We need to bridge the divide.



In subject matter learning we overlook the role of language as a medium of learning, and in language learning we overlook the fact that content is being communicated

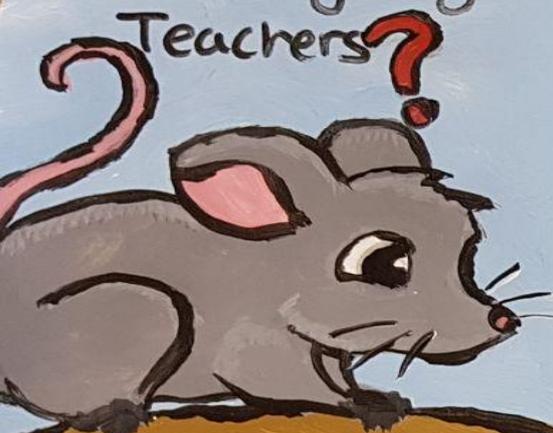
(Mohan, B. *Language and content*, 1986)

Results of becoming more hybrid/interdisciplinary?

Subject teachers become more
'language aware' (LEST)

Language teachers become more
'content aware' (CELT)

Language
Teachers?



CLIL
Teachers



Subject
Teachers



Using languages to learn, and learning to use languages

(Marsh, Coyle, Langé ???)

This represents a re-conceptualisation of the language teacher

From this

What is the function
of the Past
Subjunctive?



To this.....



Music



Social Science & Technology



Geography



Science



But in the language syllabus!



Literature



1. CLIL and CLIL teachers
2. **What do language teachers need to know?**
3. What is a competence?

As consultants they need to know about.....

CALP!

COGNITIVE
ACADEMIC
LANGUAGE
PROFICIENCY

CALP = Specific subject-related discourse
(photosynthesis/hypotenuse/Keynesian)

and general academic discourse
(thus/whereas)

Part 4

For questions 25 – 30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given. Here is an example (0).

Example:

0 Do you mind if I watch you while you paint?

objection

Do you you while you paint?

0 have any objection to my watching

Write **only** the missing words on the separate answer sheet.

25 It's impossible to predict how long it will take to do this job.

telling

There is will take.

26 Not many people buy that particular product these days.

demand

There that particular product these days.

27 For me, his skill as a negotiator was most impressive.

how

I was most negotiator he was.

28 Nobody expected Natalia to resign.

came

Natalia's everyone.

Cambridge Proficiency

'A CALP-free environment'

Raw materials, processed materials and finished products

'Into' versus 'in'

*This unit is about **materials** and their **properties**, but also about how we **change** these materials. The most important verb is **'to transform'**, because when things are changed or transformed in English we always use the preposition **'into'**. This is a very important difference from Spanish.*

*When we talk about things that are **permanent** in English, or we are not interested in change, we use the preposition **'in'**.*

1. Read the following sentences and complete them with 'into' or 'in'.
 - a) The petrol company transforms the oil ____ petrol.
 - b) The wood that we use for furniture is found ____ forests.
 - c) Every day we sit ____ classrooms designed with processed materials.
 - d) The glass factory changed the sand ____ church windows.
 - e) In Scandinavia they build special houses because it is very cold ____ winter.
 - f) Zara and Mango process raw materials like cotton and linen ____ clothes for wearing.
 - g) With his magic wand, Harry Potter turned his class-mates ____ snakes.

 - h) Raw materials are usually processed ____ factories and special work-places.

The Physical Properties of Materials

Low frequency nouns (and their adjectives)

These words (nouns) are not very common. They're what we call 'low-frequency' nouns (people don't talk about them in the street), but in Technology they're quite common. So we need to know this type of word, and how we can change them, depending on the sentence.

1. First, read these sentences and complete the gaps with the adjective that derives from the noun. You will probably need to use an online dictionary.

For example: (Opacity = noun)

If an object has the capacity to stop light passing through it, we say that it's **opaque** (= adjective).

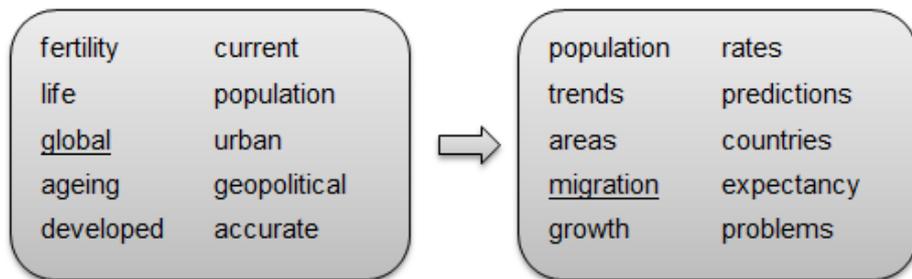
- a) If an object is the opposite of opaque (it has transparency), we say that it is _____
- b) If material has malleability and we can extend it and change its shape, we say that it is _____
- c) If material has the capacity to go from a solid to a liquid, we say it is _____
- d) If an object has translucence, we say that it is _____
- e) If material has porosity, because it can absorb and release liquids or gases, we say it is _____
- f) We say that an object or material is _____ if it breaks easily.

Current demographic trends

Collocations (twins)

In different school subjects, you've probably noticed that certain words often occur with other words, like twins. These 'collocations' (co-location = same place) are like academic twins, and here they can help us to write like geographers.

1. Find the 'twins' from page 10 by combining a word on the left with a word on the right. The word from the left box must always come first. The first twins are underlined for you.



Global migration

Basic message

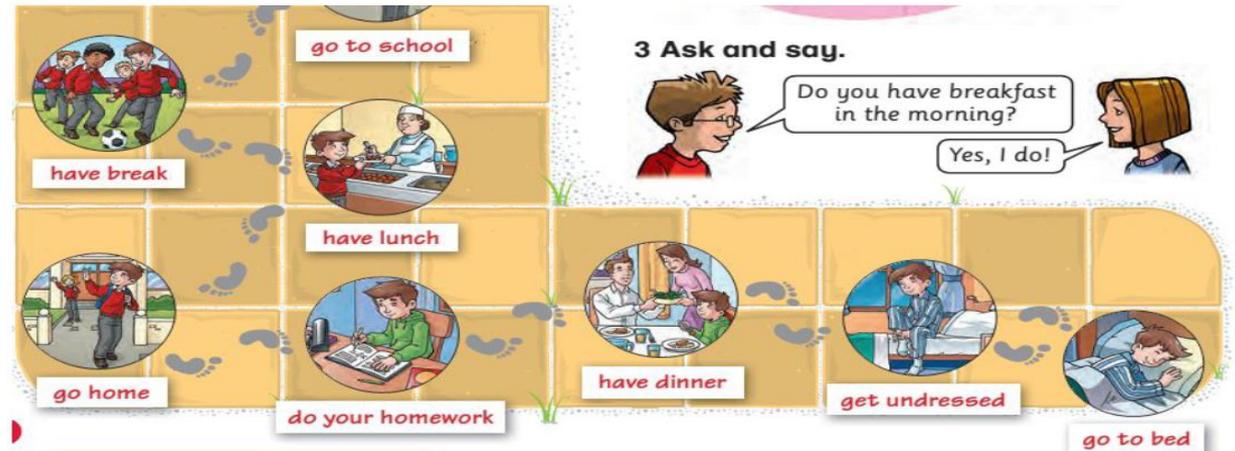
School-university is a gradual process of increasing CALP (input & output)

Without CALP, students fail

CLIL gives you LOTS of CALP

- Language teaching tends to focus on **BICS**

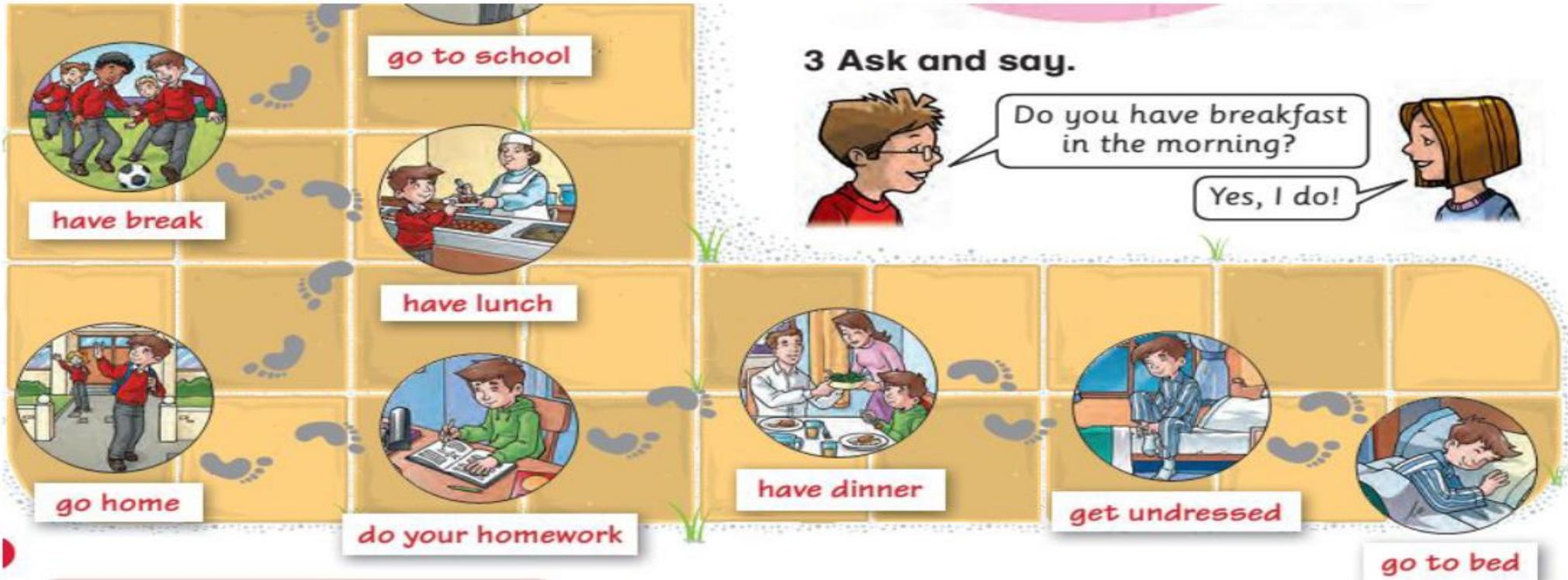
- **B**asic
- **I**nterpersonal
- **C**ommunication
- **S**kills



Or what Gee (1990) called:

'Primary and secondary discourse'
(BICS) (CALP)

Students spend most of their time at school developing disciplinary discourse. So why not in English too? How can the type of learning (below) possibly contribute to 'competence'?



3 Ask and say.



Do you have breakfast in the morning?



Yes, I do!

“We need to keep fossil fuels in the ground and we need to focus on equity”



She is effective not because of her C1 level in English, but because her subject-based DISCOURSE is correct



Use languages...

- to do 'real' things
- for a real audience
- with a real objective
- with real contents

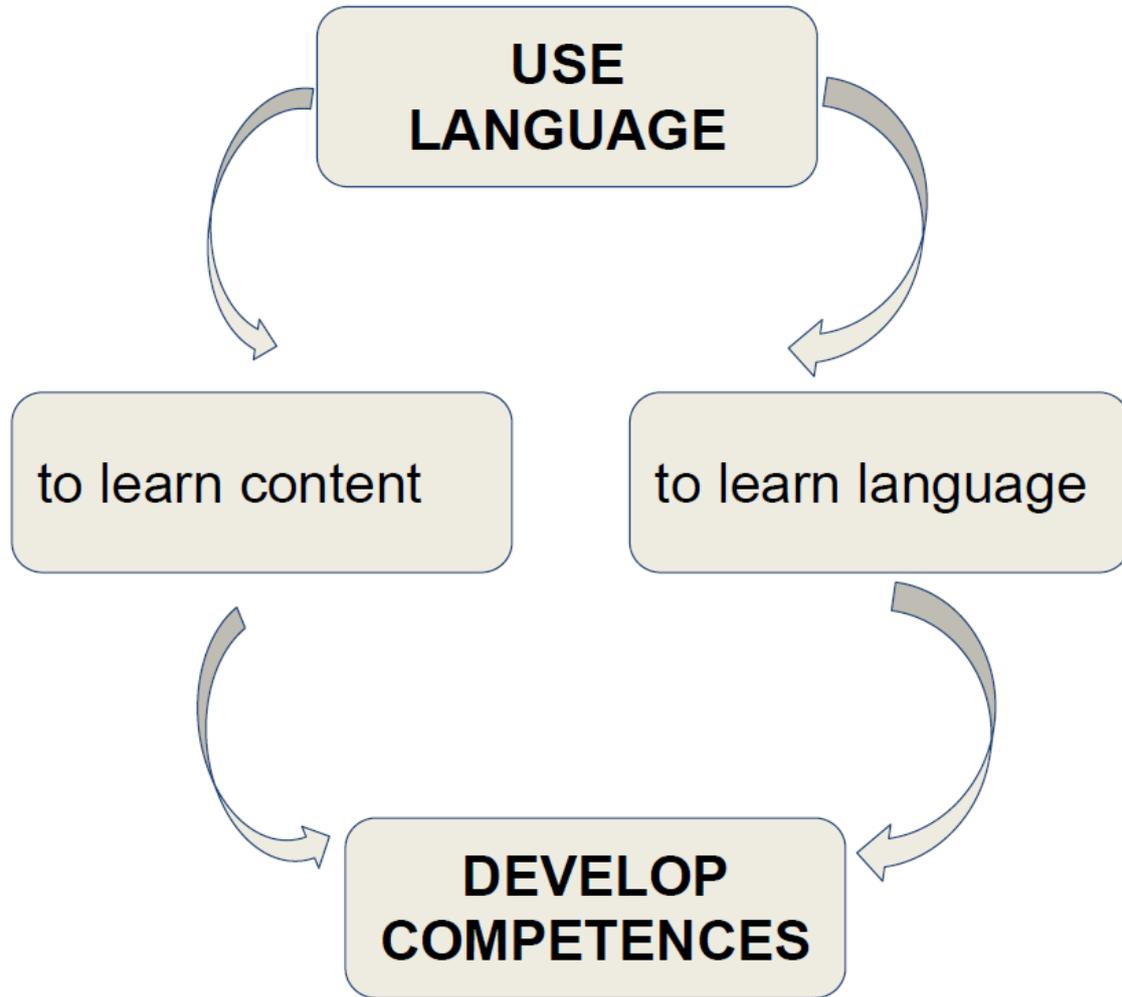
Again and again... use ... and reflect



1. CLIL and CLIL teachers

2. What do language teachers need to know?

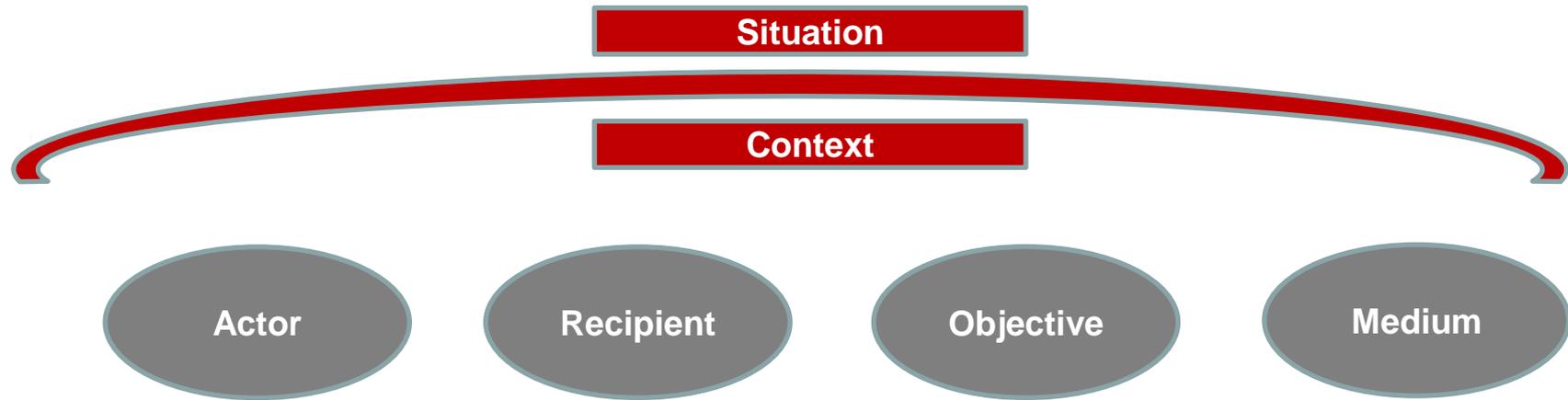
3. What is a competence?



*'Putting CLIL into Practice' Ball, Kelly, Clegg
(OUP 2016)*

What is a *competence*?

ACTION!!!



Halliday, 1985

CLIL objective: 'Save the Earth' by using the 2nd Conditional

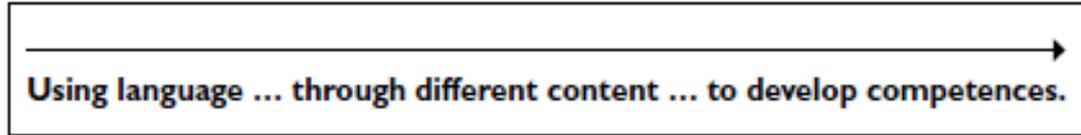


Figure 8.7 The CLIL learning route

If subject teachers find the 'three dimensions' of content useful, for planning and/or assessment purposes, then the route shown in Figure 8.7 highlights even more clearly the significance of language.

The previous example of the four elements of a situation can be paraphrased as follows: 'The student (the actor) addresses an audience of class peers (the recipient) by means of a PowerPoint presentation (the medium), to persuade them that his or her solution to reduce carbon emissions is the best (the objective).' From this,

What must the learner do in order to be assessed as 'competent' here?

Apart from this....

To what degree are the solutions scientifically sound and feasible?

- What forms of address should the speaker (actor) adopt?
- What opening gambits should they use?
- How formal should the register be, to a peer audience?
- How should the presentation be structured?
- Which discourse markers should indicate the stages of the presentation?
- How should the text be organized on the PowerPoint slides?
- How should the speaker use that text to address the audience?
- What aspects of persuasive language should they use?
- How convincing is their use of intonation?
- How fluent is their delivery?
- How well do they include the specific language (CALP) inherent to this topic?
- How well do they employ conditional 'if' clause structures?

Situation

What?

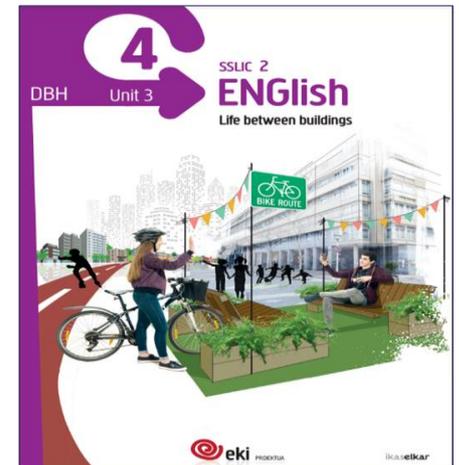
What for?

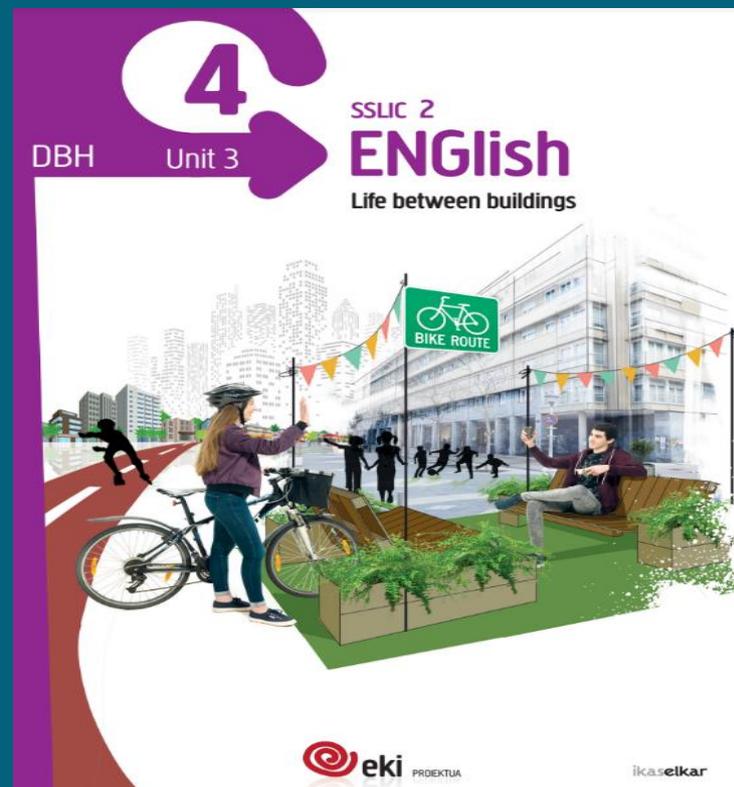
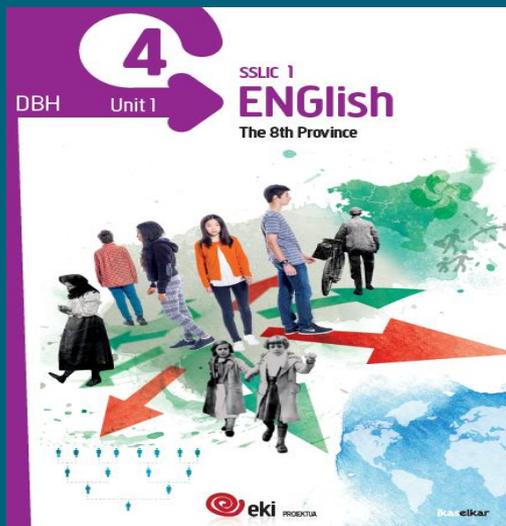
How?

To whom?

Situation-Competence curriculum

(Roegiers, 2000)

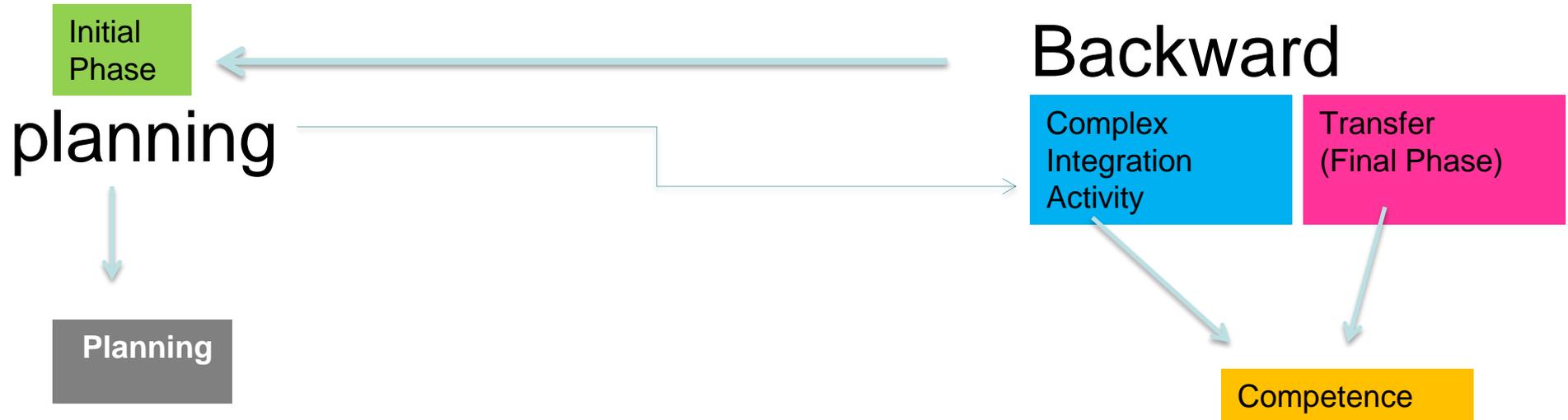




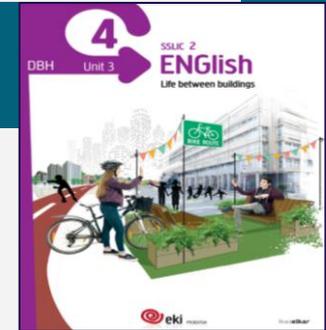
EKI English
15-16 year olds
The Basque Country

CLIL inside a competence-
based framework

“Backward planning”



'Life between buildings'

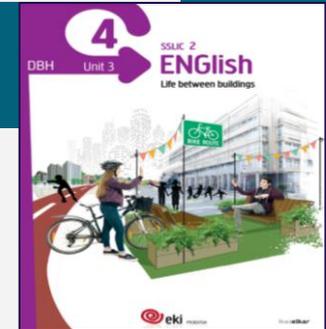


COMPETENCE:

The student analyses various aspects of urban spaces using urbanistic criteria as well as information from various sources; and based on the resulting conclusions, makes and evaluates proposals to improve those spaces using the appropriate language and techniques to communicate her/his ideas.

Conceptual

'Life between buildings'

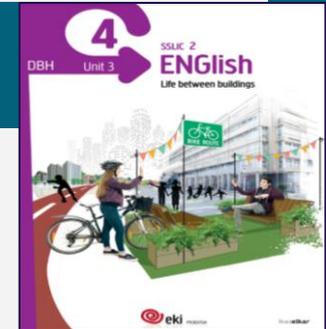


COMPETENCE:

The student **analyses** various aspects of urban spaces using urbanistic criteria as well as information from various sources; and based on the resulting conclusions, **makes** and **evaluates proposals** to improve those spaces using the appropriate language and techniques to communicate her/his ideas.

Procedural

'Life between buildings'

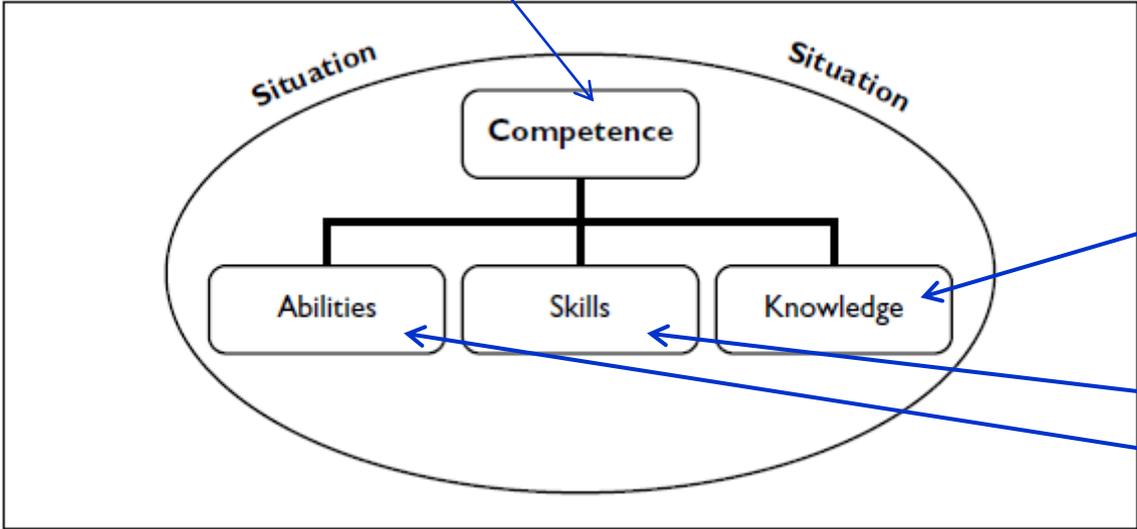


COMPETENCE:

The student analyses various aspects of urban spaces using urbanistic criteria as well as information from various sources; and based on the resulting conclusions, makes and evaluates proposals to improve those spaces using the appropriate language and techniques to communicate her/his ideas.

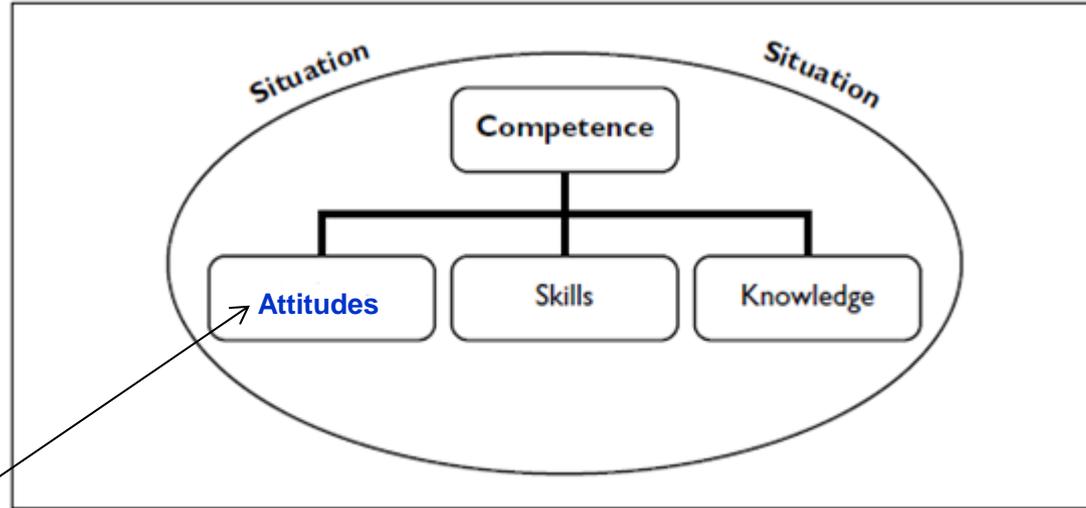
Linguistic

What is a competence?



These are 'resources'

Which result in.....performance (action)



This might represent curricular discourse more accurately

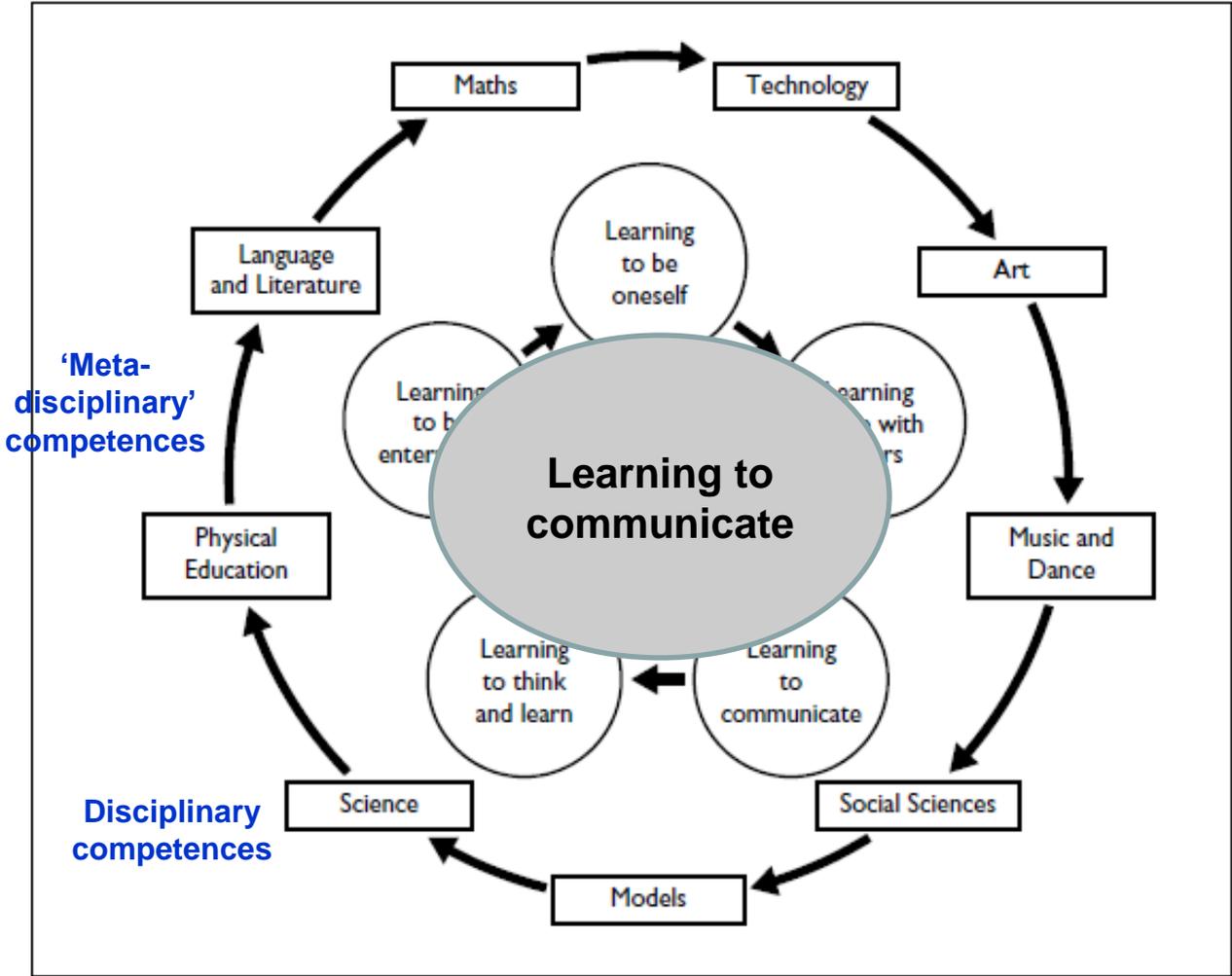
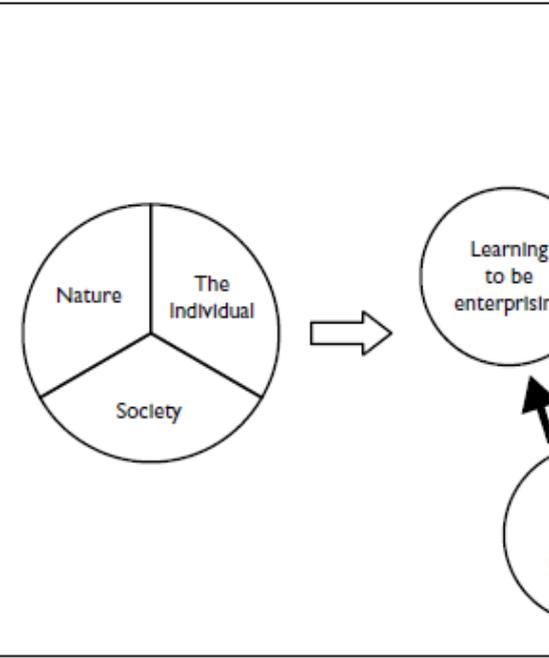


Figure 8.6 General competences worked through subject areas

CLIL is.....

Using language ... through different content ... to develop competences.



Большое спасибо!

Suured tänud!

Thank you!

Will you
CLIL me?

I do!



ball.philip6@gmail.com