

Learning a language or learning to *use* a language?

Phil Ball

Narva, April 25, 2019

La abuela de Montevideo



**Porque
hacemos
cosas!**

Use languages...



to do 'real' things

for a real audience

with a real objective

with real contents

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



Pupil's Book

Language Summary page 3

Introduction page 4

1 My day page 6

2 People and food page 14

3 My community page 22

4 People and possessions page 30

5 A world of sport page 38

6 Feelings and health page 46

7 Yesterday page 54

8 Things in the past page 62

9 Things I like doing page 70

Christmas page 78

Carnival page 79

Festivals and dates page 80



Language summary

	Structures and grammar	Main vocabulary
Introduction	What's your ...? Where do you ...?	Core: address, phone number, street Other: exhibition, magic, emerald, plan, exciting, interesting, scary, calm, card
1 My day	What time do you ...? When do you ...? I always / sometimes / never ... at ... I think ...	Core: wake up, get up, get dressed, have breakfast, go to school, have break, have lunch, go home, do your homework, have dinner, get undressed, go to bed, ... o'clock, half past ... Other: morning, evening, millionaire, lucky, escape, believe
2 People and food	Does Jane / he / she ...? Yes, Jane / he / she does. No, Jane / he / she doesn't. Jane / He / She likes / plays ... Jane / He / She doesn't like / play ...	Core: bread, cereal, cheese, egg, spaghetti, rice, sausage, peas, potato, carrot, lettuce, tomato Other: waiter, restaurant, bark, wait, order, trip, drop, angry, basketball, guitar, drums, tennis
3 My community	Where's the ...? Turn left / right. Go straight on. Go past the near / opposite on the left / right.	Core: theatre, museum, supermarket, post office, library, shopping centre, café, chemist, cinema, newsagent, bank, hotel Other: car park, danger, safe, traffic lights, bus stop, map, lighthouse
4 People and possessions	Whose is / are the ...? It's / They're mine / yours / his / hers / ours / theirs. It belongs / They belong to ... It's / They're ...'s.	Core: watch, torch, camera, frisbee, kite, mobile phone, MP3 player, CD player, stamps, stickers, key rings, postcards Other: gem, collection, numbers to 100
5 A world of sport	What are you / they doing? I'm ...ing. / I'm not ...ing. We're / They're ...ing. We / They aren't ...ing. What's he / she doing? He's / She's ...ing. / He / She isn't ...ing.	Core: volleyball, baseball, golf, judo, karate, gymnastics, windsurfing, skiing, sailing, rowing, riding, fencing Other: poison, fit, gym, sleepy, channel, race, ordinal numbers to 20
6 Feelings and health	What's the matter? I've got a ... My ... hurts. Why don't you ...?	Core: headache, tummy ache, earache, backache, toothache, bruise, cut, cough, cold, flu, temperature, broken arm Other: alright, terrible, go away, instructor, wait, lie down, better, plaster, cream, doctor
7 Yesterday	Were you ...? Yes, I was. / No, I wasn't. Was he / she ...? Yes, he / she was. / No, he / she wasn't. Were they ...? Yes, they were. / No, they weren't. I / He / She was ... You / We / They were ...	Core: town, countryside, beach, funfair, water park, safari park, castle, circus, concert, football match, burger bar, internet café Other: tickets, argument, yesterday, lie, traitor, sorry, sell, driver, code, last ...
8 Things in the past	Did you / he / she / we / they ...? Yes, I / he / she / we / they did. No, I / he / she / we / they didn't. I / He / She / We / They ...ed. At ... months / years ...	Core: handbag, diary, wallet, purse, brush, comb, belt, sunglasses, ring, earrings, necklace, brocelet Other: police station, suspicious, stolen, disappear, ground, pocket
9 Things I like doing	Do you / they like ...ing? Yes, I / they do. / No, I / they don't. Does he / she like ...ing? Yes, he / she does. / No, he / she doesn't. I / We / They like / don't like ...ing. He / She likes / doesn't like ...ing.	Core: travel, go sightseeing, camp, cook, have picnics, take photos, collect shells, dive, play board games, do jigsaw puzzles, make models, dress up Other: abroad, under arrest, deserve, boring



have break

go to school



have lunch



go home



do your homework



have dinner



get undressed



go to bed

3 Ask and say.



Do you have breakfast in the morning?



Yes, I do!

The problem here is that the lesson is focused on teaching language, but for what purpose?

The purpose is clearly to drill the tag 'Yes I do/No I don't'

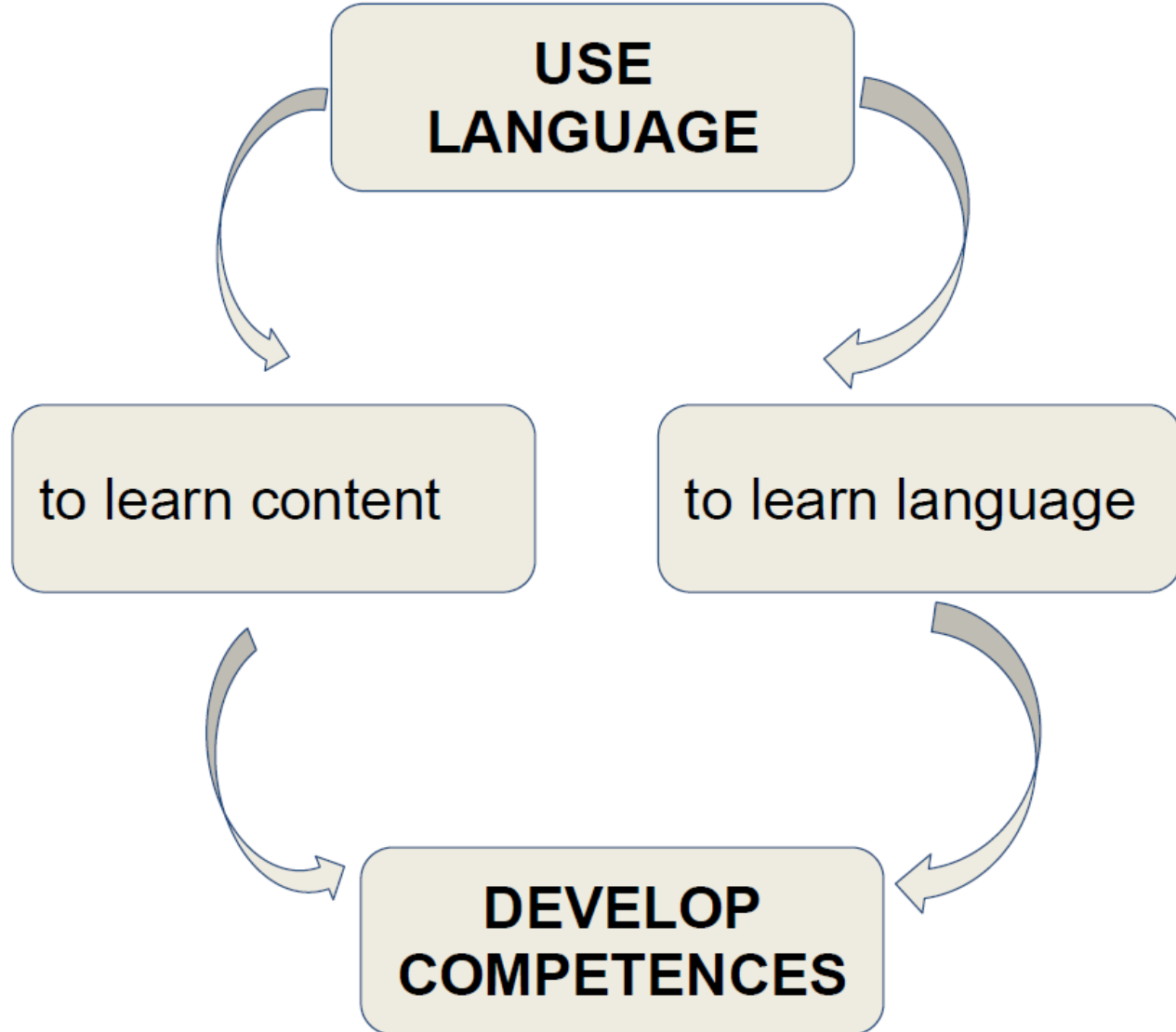
But the pragmatic basis of the dialogue is absurd, since the questioner already knows the answer




Does a History teacher ever say to her students at the beginning of class....

Hi kids. Today we're going to spend the class asking each other ridiculous questions to which we already know the answers. Okay?







Do you think
climate change
is real?



Yes!



Prove it!

16

Culture matters The history of the USA

The history of the USA
WB Unit 16:
Help yourself with
pronunciation

**Brainstorming;
reading**

1 The history of the USA

1.1 What do you know?

What do you know about the history of the USA?
What famous people in history were from the USA?
What famous events do you know in American history?
How old is the USA?
What people lived there before it became the USA?
Tell the class your ideas.



1.2 Some important events in American history

Work in pairs. Look at the pictures from American history.
Can you match them with the descriptions?

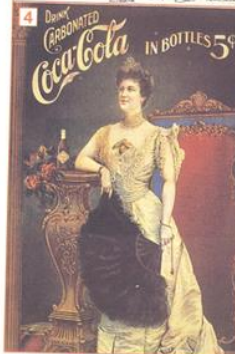
Before 1620 Before the English and other Europeans arrived in America, there were already millions of Native Americans there.

1620 These are the first people from England who arrived in America. They left England because of religious problems.

1773 At the 'Boston Tea Party' Americans threw tea into the sea because they did not want to pay tax to the British government.

1776 After a war with Britain, America became an independent country. Americans wrote the Declaration of Independence and designed a new flag – the Stars and Stripes.

1861-65 For four years there was a civil war in the USA between the northern and the southern states. The war was about the slaves who worked on the cotton and sugar farms. The south lost the war, and the government stopped slavery.



1876 The Native American tribes lived in America before Europeans arrived. There were many battles between the European settlers and the Native Americans. The Sioux won the Battle of Little Big Horn and kept their land.

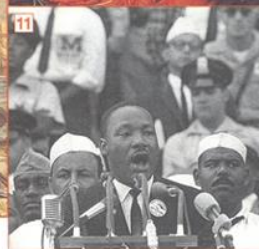
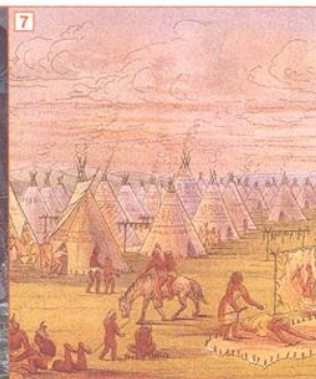
1886 Dr Pemberton made one of the most famous drinks in the world 'to help the brain'.

1909 An American, Henry Ford, produced the first car: the Model T Ford.

1963 Martin Luther King, the leader of the black Civil Rights movement in the USA, gave his famous speech, 'I have a dream ...'. He wanted black people and white people to be equal at school and at work in the USA.

1965-75 America fought in Vietnam for ten years to help South Vietnam against North Vietnam. South Vietnam and the Americans lost the war.

1969 The first people on the moon were three American astronauts: Neil Armstrong, Buzz Aldrin and Ed Collins.



You can hear the texts on the cassette.

2 What is it?

Listen. You can hear some sounds from American history. What do you think they are?

1969 The first people on the moon.

1909 The first Model T Ford.

1965-75 The war in Vietnam.



1886 The most famous drink in the world.

1963 Extract from Martin Luther King's speech, 'I have a dream ...'.

1620 The first people from England arrive in America.

The material is potentially interesting and well-produced, but it suffers from the syndrome of.....

Slave to the language!

The conceptual content (the history of the USA) is subservient to the linguistic objective.



Turn it around!
Make the language the slave!
That's its function!

We accept this practice because it is an 'exercise'.
It's clearly not a 'task'
What is a 'task'? (Lee, 2000)



- A task is goal-orientated
- A task requires interaction among learners
- A task requires the interaction to be 'sequenced' (i.e. to have identifiable stages)
- A task requires a set of 'work plans'.

LT Objective: Use of the 2nd Conditional

- Textbook Topic - Global Warming
- “If I were President of the World, I would....”
- Assessment criteria are **linguistic**, not **conceptual**.
- Who cares about saving the Earth, as long as I can produce the **2nd Conditional?**

CLIL objective:

‘Save the Earth’

(by using the 2nd Conditional)

- Textbook Topic – ‘Global Warming’
- “If I were President of the World, I would....”
- Assessment criteria are **conceptual & procedural**. (Will our proposals save the Earth?)
- The **2nd Conditional** is the vehicle for making these proposals (and saving the world!).

*Production, Practice,
Presentation
(CLIL = PPP in reverse)*

“Languages are not learned first and then used later ; languages are acquired while they are being used”

(J.M. Artigal)

The ELT child



I'm theoretically
on my way to
Proficiency!

Throw them in at the deep end!



Using English '*...in order to do something else*'

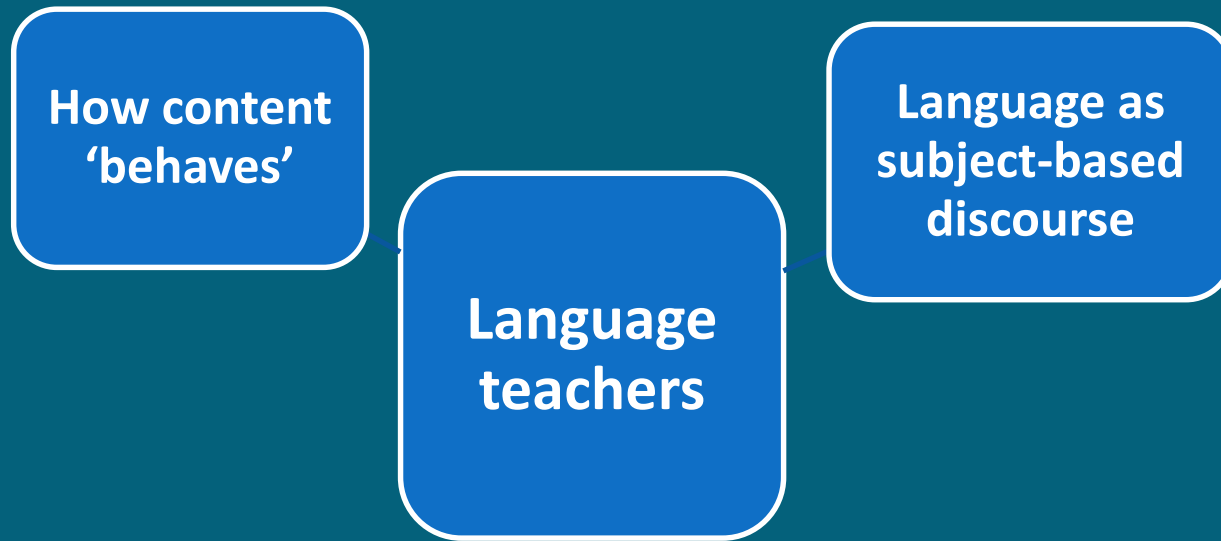
David Graddol, '*English Next*' (2006)

English is no longer a (mere) language. It's a *core skill*

English-centric?

- Perhaps better to say 'Languages are a core skill'
- English is just a part of the multilingual mix.
- CLIL is an *enabler* of multilingual practice or mindsets or skills

What are the different perspectives language teachers can develop by CLIL-ing?



Results of becoming more interdisciplinary?

Subject teachers become more
'language aware'

Language teachers become more
'content aware'

Language
Teachers?

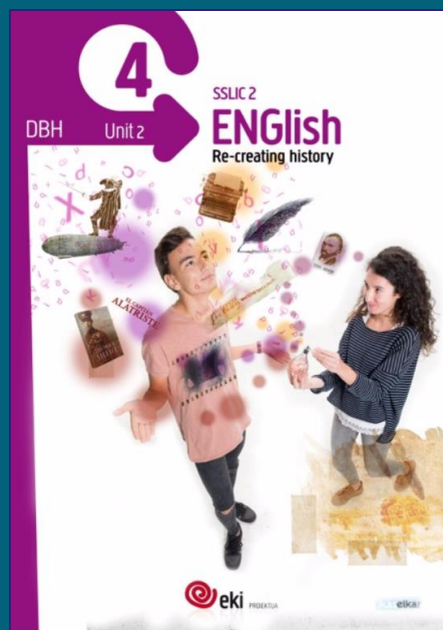
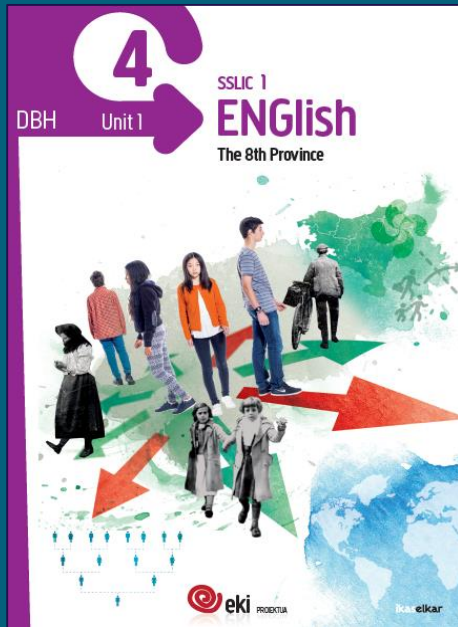


CLIL
Teachers



Subject
Teachers





EKI English
15-16 year olds
The Basque Country

Situation

Zer?

What?

Zertarako?

What
for?

Nola?

How?

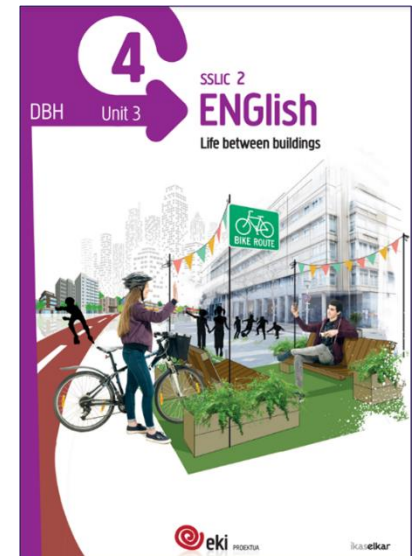
Nori?

To
whom?

Situation-Competence curriculum

(Roegiers, 2000)

<http://www.ekigunea.eus/dbh/eu/edukia/dbh4/english/eng-4-3/U/6?lang=en>



'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.

'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.

'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.

2. Although you've answered Step 1, what is 'viability' exactly? How many things must we consider before changing our 'urbanscape' in some way? Look at the information below and match the criteria with the small texts. One has been done for you.



IS A SKATE PARK VIABLE?

Will it cost a lot of money for the municipality? Is it worth it?	Is it just for young people?	Can people get to it easily? public transport connections?	Can it be used for other activities or events?	Is the lighting good at night? What type of people go there?	Will people go there in summer and in winter?	Will it last? Are the materials good?
			Versatility			

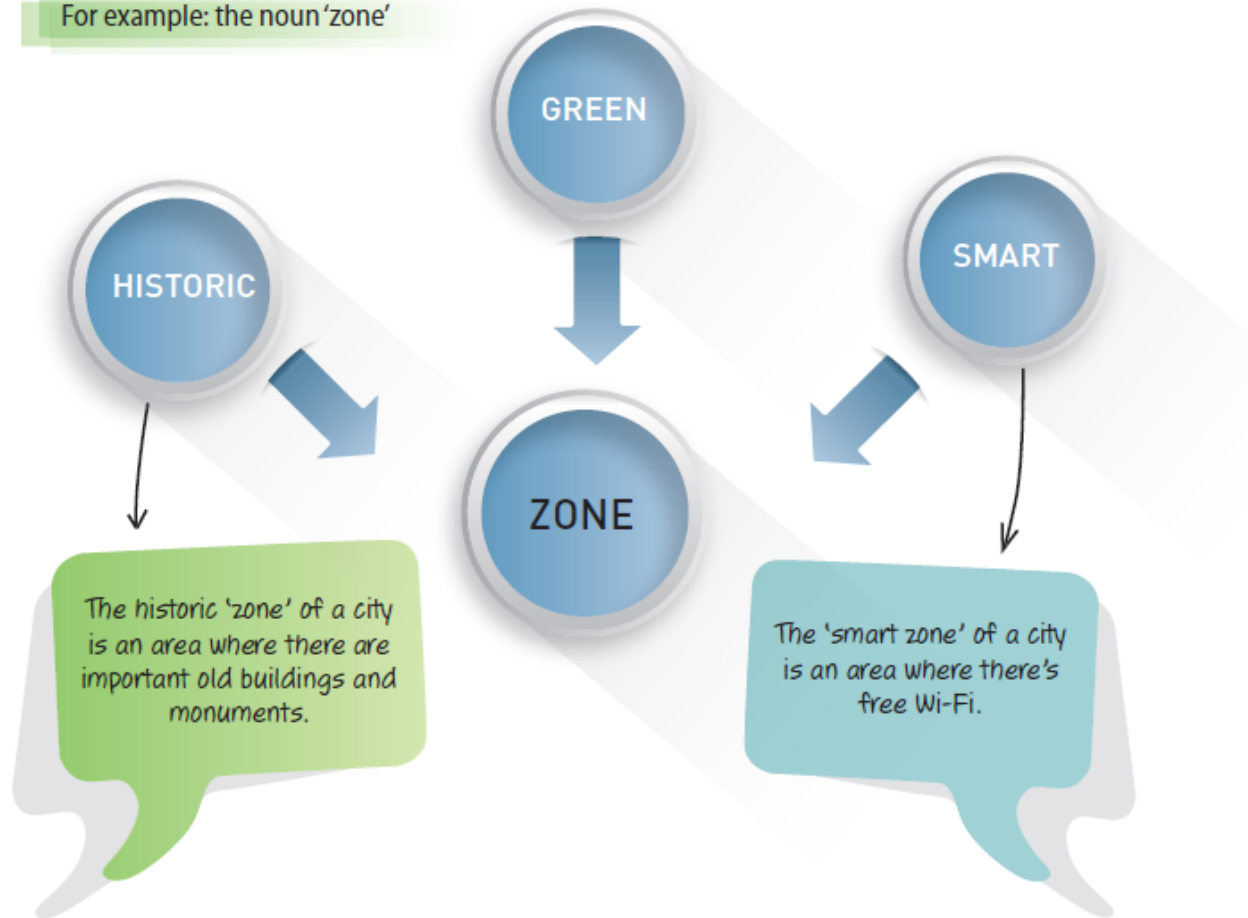
Durability Expense Versatility Accessibility Inclusiveness Usability Safety

3. Work in pairs. Take two of the six items in the rectangle below that you think your town needs and carry out a viability study (sometimes called a 'feasibility study') on them, as possible urbanscape projects. Be careful! Some of the six criteria above might not be relevant. You might have to ignore some, and add others.

- A street market area
- Benches (seats) in a public park
- An inner-city park
- A city square (plaza)
- A 'fronton'
- A pedestrianized inner-city street

4. Sit with a partner and create your urban concepts! Just combine the nouns and the adjectives and explain what your concept represents.

For example: the noun 'zone'



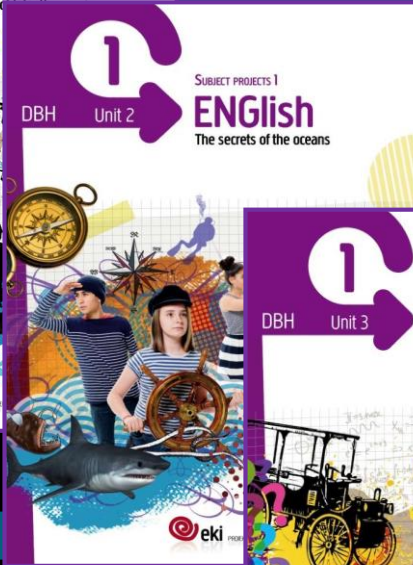
- modern	- commercial	- neighbourhood	- square
- historic	- urban	- area district	- houses
- green	- main	- bike lane	- space
- public	- residential	- street	- zone
- smart	- industrial	- block	

DIDACTIC UNIT					
SUBJECT KNOWLEDGE: DIDACTIC OBJECTIVES					
DIDACTIC OBJECTIVES	WEIGHT OF EACH D.O.	CRITERIA FOR THE ASSESSMENT	ACTIVITIES	ASSESSMENT (1, 2, 3, 4)	ACHIEVEMENT LEVEL OF SUBJECT KNOWLEDGE
1. To describe the main features of a given urban space using information from different sources (maps, class discussions, written texts, videos, observation...) and the appropriate language and ICT techniques.	20 %	1. The student has described an urban space using digital maps and the language of location and dimension.	12.2, 13	(...)	
		2. The student has described the defective aspects of a given urban space, considering the people that might use it.	11, 14		
		3. The student has identified the features of different urban spaces.	13, 15		
2. To explain the causes and consequences of changes in a given urban space using urbanistic criteria and information from various sources (maps, class discussions, written texts, videos, observation...) and the appropriate language.	20 %	4. The student has identified the causes and consequences of some cases of urban changes.	8.3, 14, 29.1 & 2	(...)	The student has acquired all knowledge very successfully
		5. The student has identified some problems associated with given urban spaces.	18		
		6. The student has used the appropriate vocabulary and grammatical structures to explain the causes and consequences of urban change.	16, 18, 30		
3. To evaluate the strengths and weaknesses of an urban space using the appropriate language and urbanistic criteria to justify his/her conclusions.	20 %	7. The student has analysed and concluded to what extent a public space conforms to a given set of urbanistic criteria.	25, 26	(...)	The student has acquired all knowledge successfully
		8. The student has expressed her/his conclusions using the appropriate vocabulary and structures.	25.1 (c)		
4. To propose ideas or changes to improve an urban space and justify those proposals using urbanistic criteria and the appropriate language and ICT techniques.	25 %	9. The student has suggested ideas to improve the defective aspects of a given urban space	17, 18	(...)	The student has acquired knowledge satisfactorily
		10. The student has researched and calculated the various costs of an urban project.	19		
		11. The student has identified the type of information and the text structure required when proposing urbanistic improvements.	36		The student has not acquired knowledge
		12. The student has drawn a sketch of an urban space using a design application.	32.2, 33.2		
5. To collaborate with others when carrying out class tasks.	15 %	13. The student has expressed his/her own views and listened to others' views respectfully and attentively.	25, 30	(...)	
		14. The student has carried out her/his assigned task(s).	34		
		15. The student has made an effort to communicate in English.	20, 28		

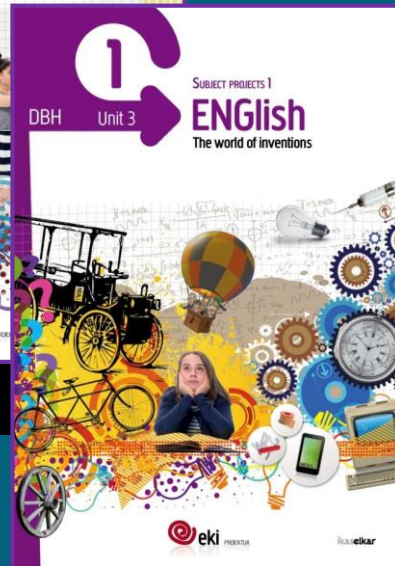
Subject-based, CLIL/PBL



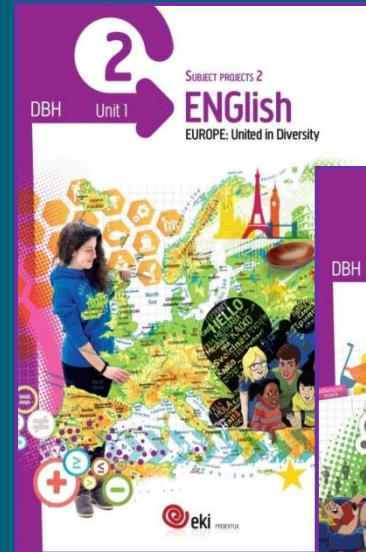
Music



Science



Social Sciences/
Technology



Geography



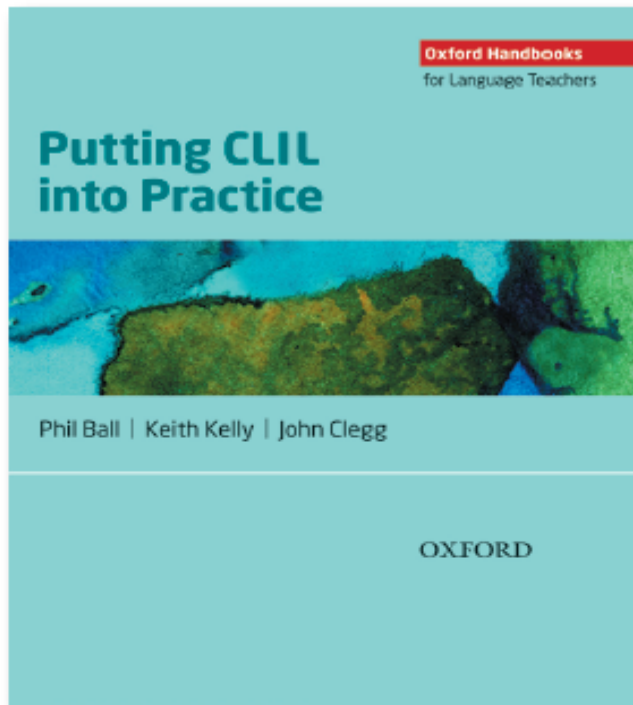
Health



Literature

‘All (subject) teachers are language teachers’
(Bullock 1975)

But language teachers can benefit from
understanding the challenges that CLIL (subject)
teachers face



Putting CLIL into Practice

Phil Ball, Keith Kelly and John Clegg

This book offers a new methodological framework for the CLIL classroom, focusing on how to guide input and support output. Full of real-life examples and practical guidelines, the book provides support to both novice and experienced CLIL teachers.

Areas covered include:

- the language used in CLIL
- CLIL teacher training
- materials design for CLIL
- assessment in CLIL.

Also
forthcoming
in e-book
format

Additional online resources will be available at:

www.oup.com/elt/teacher/clil

ball.philip6@gmail.com