



die pädagogische  
hochschule  
oberösterreich



Go for

but take a

pinch of



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<http://clilingmesoftly.wordpress.com>

# Overview

1. CLIL: Whatever happened to the Ls in CLIL?
2. To learn or to acquire? That is the question!
3. What language is it anyway?
4. Well, then let's take it with a pinch of SALT.

# CLIL teachers' beliefs on L teaching



## Qualitative studies on target language teaching in CLIL:

- Mostly language learning through providing an input-rich context, implicit, language bath;
- No (hardly any) planned language instruction, no specific language goals;
- Language learning is a by product of content teaching:

Arocena Egaña, Cenoz, & Gorter, 2015, Bovellan, 2014, Gierlinger, 2016, Hüttner et al., 2013, Massler, 2012, McDougald, 2015, Viebrock, 2012, Wegner, 2012.

# WHATEVER happened to the **LS** in **CLIL**?

## About **L**anguage and **L**earning - 1



- T2: I just say, okay I'm **not your language teacher**, I am in this sense, I will not check on anyone's language knowledge in the classical sense, I will tell the students that I am **not a trained language teacher**, and I'll make, when speaking, also my own **mistakes**, but what's important is that you **keep talking**, that is absolutely essential, and **only through talking** you learn the language.
- T1 "I might **ruin** something, I'm not someone who thinks he can do everything and **this** (being a language teacher) **I can definitely not do**".

(Gierlinger, 2016)

# Learning or acquiring another Language

– „*the fundamental language divide*“ (Long, 2014)

| EXPLICIT  | IMPLICIT  |
|---|---|
| <ul style="list-style-type: none"><li>• Learning</li></ul>                          | <ul style="list-style-type: none"><li>• Learning (Acquisition)</li></ul>                          |
| <ul style="list-style-type: none"><li>• Intentional/Aware</li></ul>                 | <ul style="list-style-type: none"><li>• Incidental/Unaware</li></ul>                              |
| <ul style="list-style-type: none"><li>• Teaching: Explain, compare, guide</li></ul> | <ul style="list-style-type: none"><li>• Teaching: Provide rich and comprehensible input</li></ul> |
| <ul style="list-style-type: none"><li>• Intellectual development</li></ul>          | <ul style="list-style-type: none"><li>• Competent TL user</li></ul>                               |

# It takes two to tango: E-I; C-L

- There are **not two separate objects**, language as a system and language as a set of texts. The relationship between the two is analogous to that between the weather and the climate. .... The climate is the theory of the weather. Halliday & Matthiessen (2014)
- Content and language are interconnected as **two sides of one coin**. Llinares, A. (2015)
- **Simply exposing** learners to rich input, as is possible with some analytic approaches, e.g. the natural approach, ..., and some forms of immersion education, even in the context of authentic tasks, is **insufficient**. (Long, M. H. 2011)
- Second **languages** are **not** learned by **osmosis**, as decades of research studies in one-way immersion contexts have consistently shown (Cammarata, L., & Tedick, D. J., 2012).



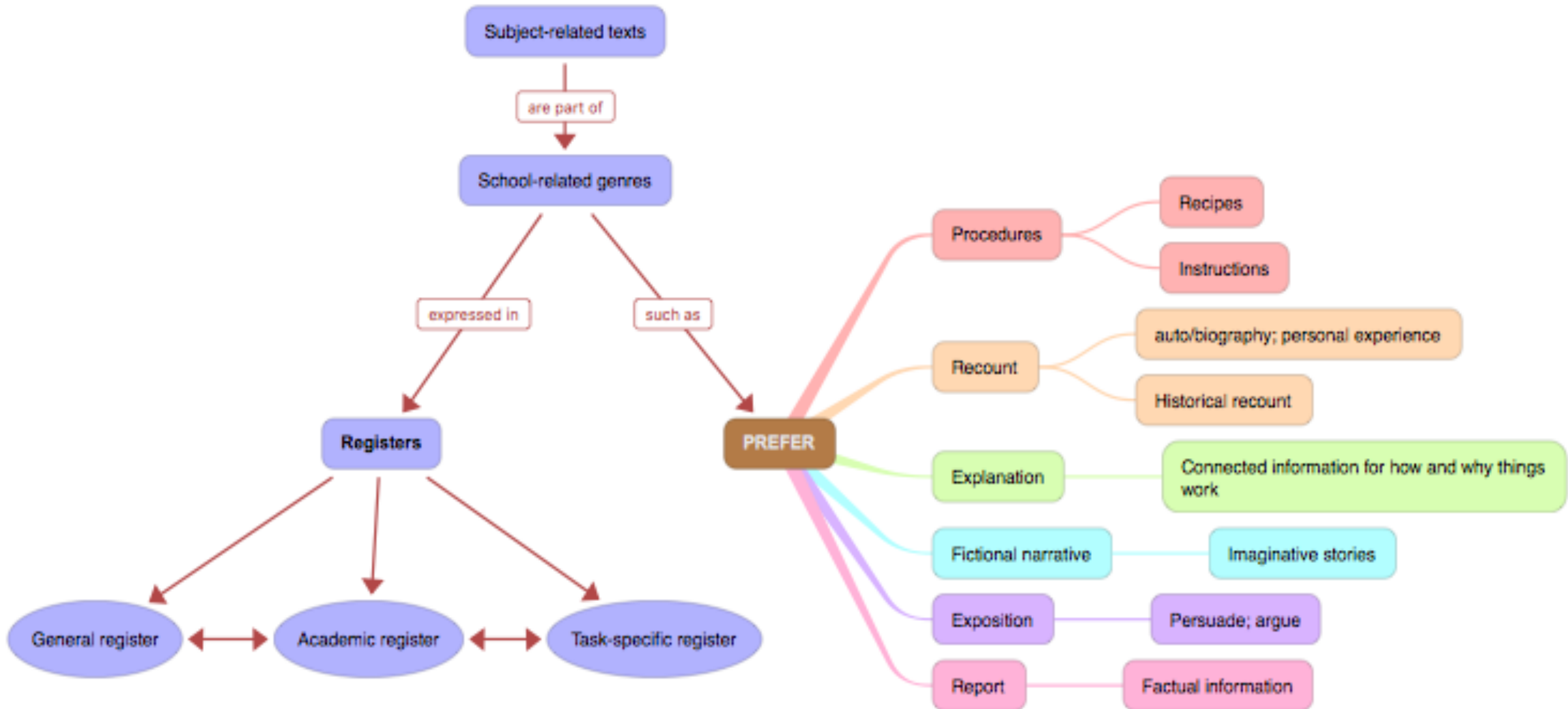
# WHATEVER happened to the **LS** in **CLIL**?

## About **L**anguage and **L**earning - 2

- CLIL is not primarily about the subject teacher's additional responsibility to pay attention to language, but about the **inherent** role of **language** in **teaching** and **learning**. (Nikula, T., Dalton-Puffer, C., & Lorenzo, 2016).
- **Learning** happens through doing **tasks**. ... The learning task is thus the core of any learning activity... And as each **text unfolds**, its language features may be explicitly reviewed and named as **opportunities** arise. (Rose and Martin, 2012)

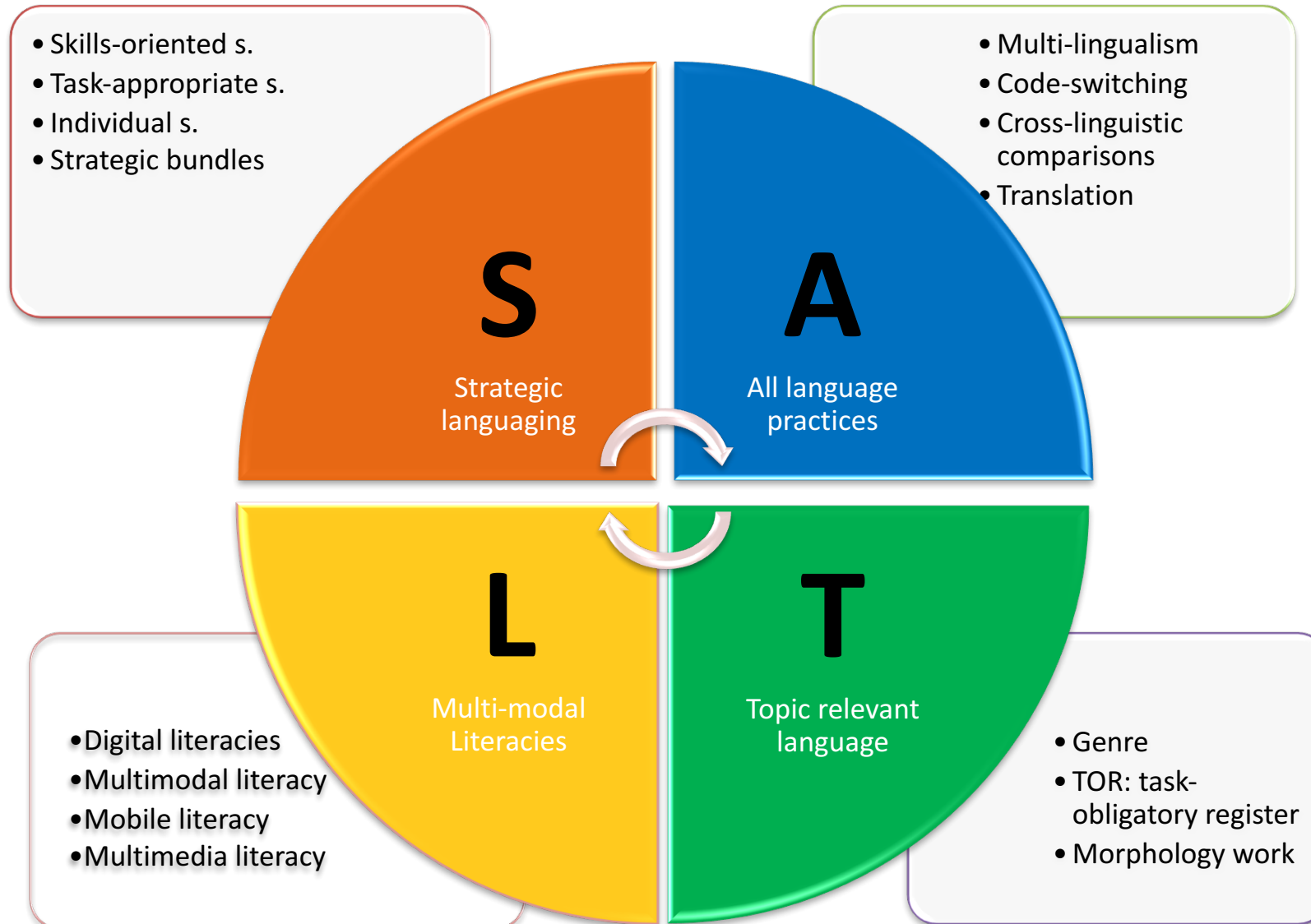


# The CLIL teaching challenge: Topic and task appropriate register





# SALT: Balance your teaching through languaging



**Language-aware  
mediators of  
content**

# S

## Strategic languageing

1. How to encourage cooperative negotiation and thinking strategies?
2. How to improve students' text decoding skills through strategy training?
3. How to improve other skills (writing; listening) through strategic training? Planning, drafting, revising, and editing strategies
4. How to inspire and push students to use word learning strategies.

### **Putting principles into practice**

- Mnemonic tools; reading as psycho-linguistic guessing game ; mind-mapping; genre model writing

## How to Be Your Very Best Language Detective: Go for the grand view

*First things first!*

*Time is money!*

*Wow, the things I know!*

*We have a job to do!*

*I spy with my little eye.*

*Last but not least!*



# My personal reading checklist

|  |
|--|
| <p><b>The title</b></p> <p><input type="checkbox"/> What do I already know about the topic?</p>  |
| <p><b>Pictures, charts, drawings and other visuals</b></p> <p><input type="checkbox"/> What do they suggest? How do they help me answer the question "What is this all about"?</p>   |
| <p><b>First paragraph</b></p> <p><input type="checkbox"/> Any important clues there?</p>   |
| <p><b>Last paragraph</b></p> <p><input type="checkbox"/> What more have I found out?</p>   |
| <p><b>Quick reading</b></p> <p><input type="checkbox"/> After reading quickly through the text, can I add one more piece of information that helps me understand the title?</p>  |
| <p><b>Tasks and summary</b></p> <p><input type="checkbox"/> Can I already answer some or all of the tasks? Can I already say what the text is about?</p>   |
| <p><b>Rereading the text</b></p> <p><input type="checkbox"/> Which five words help me most to understand this text?</p> <p><input type="checkbox"/> what more do I know that I didn't know before? How does it help me in answering the tasks?</p>   |
| <p><b>Unknown important words (keywords)</b></p> <p>When rereading the text are there still words that I do not know?</p> <p><input type="checkbox"/> Is it an important word or phrase? Try to find an ending for the following sentence. It is important because ....</p> <p><input type="checkbox"/> Can I make a guess and live with this for the moment?</p> <p><input type="checkbox"/> Do I need to check the meaning of this word in a dictionary? Have I made sure that the meaning chosen makes sense in this context?</p> <p><input type="checkbox"/> Will I need to remember this word ? If so, how can I achieve this?</p> <p><input type="checkbox"/> What does the glossary say about this word ?</p> |
| <p><b>And finally</b></p> <p><input type="checkbox"/> Where do I still have problems in answering the tasks ?</p>  |

# S

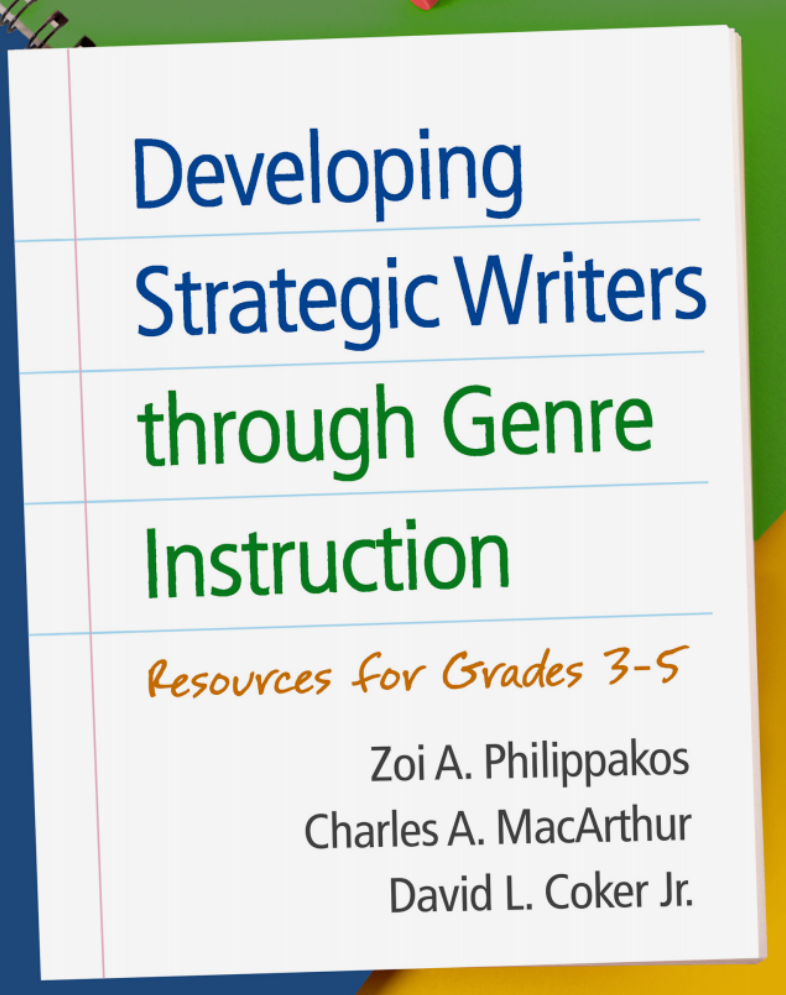
## Strategic language

# Planning for writing through model texts

1. Choose a genre model text
2. Discuss the purpose of the text.
3. Point out genre-related register in text.
4. Reflect (read-aloud) why you find what register helpful and apply it to a graphic organiser (GO).
5. Evaluate a good and a bad example.

Graphic Organizer for Compare-Contrast Writing

|           |                                |
|-----------|--------------------------------|
| Beginning | Topic:                         |
|           | Purpose:                       |
| Middle    | How are they similar           |
|           |                                |
|           |                                |
|           | How are they different         |
|           |                                |
|           |                                |
| End       | Restate purpose:               |
|           | Leave a message to the reader: |



# Strategic genre focused writing: Historical monuments (Trojan, 2013)

1. A title
2. An introductory sentence enticing the reader to learn more about the landmark, often in the form of a construction using the superlative.
3. A series of historical facts.
4. References to architectural detail.
5. A compelling reason and invitation to visit the site.

## **Alhambra – top choice palace in Granada**

The Alhambra is Granada's – and Europe's – love letter to Moorish culture, a place where fountains trickle, leaves rustle, and ancient spirits seem to mysteriously linger. Part palace, part fort, part World Heritage site, part lesson in medieval architecture, the Alhambra has long enchanted a never-ending line of expectant visitors. As a historic monument, it is unlikely it will ever be surpassed – at least not in the lifetime of anyone reading this.

<https://www.lonelyplanet.com/spain/>

# A

All  
language  
practices

1. How to make the most of students' L1 rather than seeing it as a handicap or deficit option?
2. How to exploit ALL languages in the classroom?

## Putting principles into practice:

- Bilingual texts/crosswords/wordlists; compare and contrast; cognates; sandwich technique; translations, etc.



# *CLIL and L1*

- Explain the most important points in L1 and carry out tasks in L2
- Bilingual mind maps
- Use L2 texts with L1 introduction and/or summary
- Gain information from L2 texts and analyse, discuss, evaluate them in L1
- Use language games bilingually, such as crosswords, memory, bingo
- Bilingual, visual support materials
- Create bilingual materials (L1/L2 version in wikipedia).
- Sandwich Technique: L2 > L1 > L2 (code-switching)
- The Art of Code-switching
- Google translations
- Suggestopedia/super learning: parallel texts



## SALT: Multimodal Literacies

1. What modal potentials for meaning making are available in the texts?
2. How can I support the learning with other modes and media (visual, embodied, digital)?
3. How can they complement each other?
4. How does it affect students' languaging?

### Putting principles into practice:

- Graphic [organizers](#); [webQuests](#);
- miming games; using mobile devices; etc.



# T

Topic  
relevant  
language

## SALT: Target language use

1. How can I make my students aware of the particular register of my field?
2. How can I make my students notice the typical language demands of texts or tasks in my field?
3. How can I support students in their learning of keywords and their lexical associations?
4. How can I help students notice important differences between their L1s and the TL?
5. How can I sensitize them towards the large proportion of academic words (in English) and their Graeco-Latin origins (morphology work)?

### Principles into practice:

- Internet corpora; web-based dictionaries; morphology work, HOT-discourse organizers



# T

Topic  
relevant  
language

## Prefix – Suffix introduction

„Renewable energy?“  
What does  
„renewable“ mean?



### Prefix

- un
- super
- im
- re
- hyper
- anti

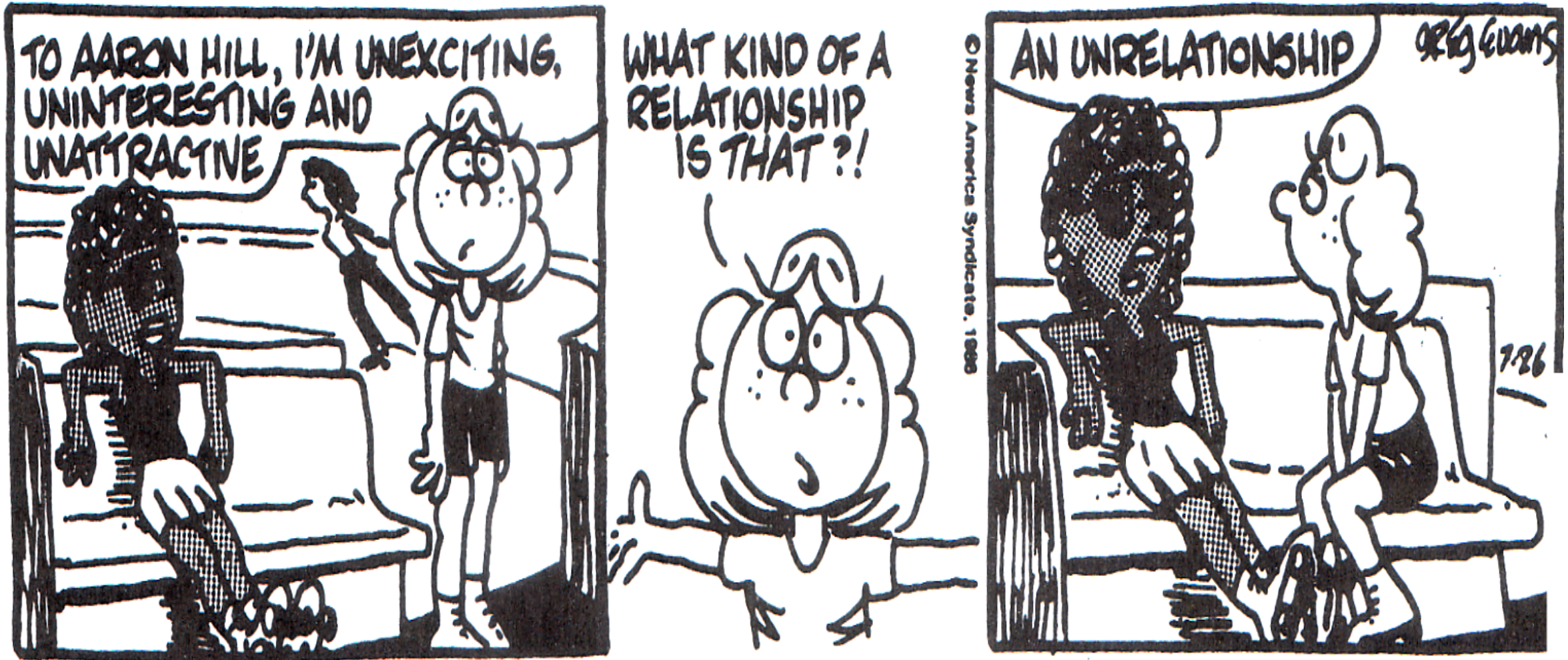
### Root

- believe
- teach
- possibil
- build
- activ
- smok

### Suffix

- able
- er
- ity
- able
- ity
- ing

# The naked word: Let's **un**pack morphology



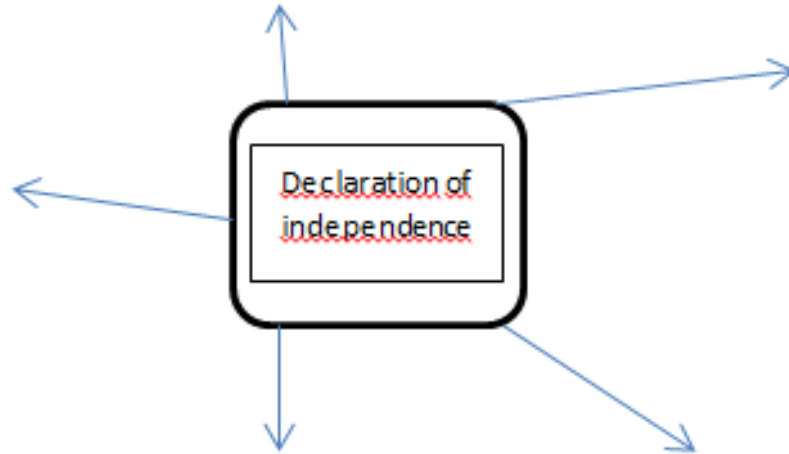
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# CLIL History

## My WORDFAMILY

### Key – word 1: Declaration of independence/Unabhängigkeitserklärung

Add your own words:



| <u>Key-word</u>                    | <u>Verb</u>   | <u>Noun</u>  | <u>Adj/Adverb</u>  |
|------------------------------------|---|--|--|
| <u>Declaration of independence</u> | <ul style="list-style-type: none"> <li>• <u>sign/unterzeichnen</u></li> <li>• <u>accept/annehmen</u></li> <li>• <u>publish/veröffentlichen</u></li> </ul> | <ul style="list-style-type: none"> <li>• <u>landmark/</u></li> <li>• <u>rights/Rechte</u></li> <li>• <u>document/Dokument</u></li> </ul> | <ul style="list-style-type: none"> <li>• <u>legal/gesetzlich</u></li> <li>• <u>human/menschlich</u></li> </ul> |



# Conclusion



**SALT** your food appropriately.  
Too much will affect your health,  
too little makes it go bland.





THANK  
YOU!

*for your patience*

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<http://clilingmesoftly.wordpress.com>



# CLIL methodology books:

- Ball, P., Kelly, K., & Clegg, J. (2015). *Putting CLIL into Practice*. Oxford University Press.
- Bentley, K. (2010). *The TKT Course CLIL Module*. Cambridge English.
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.
- Dale, L., & Tanner, R. (2012). *CLIL Activities with CD-ROM: A Resource for Subject and Language Teachers*. Cambridge: Cambridge University Press.
- Deller, S., & Price, C. (2007). *Teaching Other Subjects Through English*. Oxford: Oxford University Press.
- Grieveson, M., & Superfine, W. (2012). *The CLIL Resource Pack: Photocopiable and Interactive Whiteboard Activities for Primary and Lower Secondary Teachers*. Delta Publishing.
- Mehisto, P., Marsh, D., & Frigols, M. J. (2008). *Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education*. Oxford: Macmillan.
- Román, S. N., & Núñez, J. J. T. (2015). *Drama and CLIL: A new challenge for the teaching approaches in bilingual education*. Peter Lang.



# SALT: Balance your teaching through languaging

A language is a resource for making meaning, meaning resides in systematic patterns of choice ... text is a process of making meaning in context.



Thinking science and learning the language of science occurs simultaneously



Learned attention limits the potential of implicit learning, and that is why explicit learning is necessary in L2 acquisition.



Languaging is the use of language to mediate cognition and affect.



comprehensible –  
pushed - output

# CLIL materials



My Workshops

Qué es CLIL? / Enlaces

Materiales / Proyectos ★

Principios del CLIL / Metodología  
La lengua / Andamiaje

Herramientas

Diseño de Actividades CLIL  
Tareas

Recursos CLIL / Repositorios ★



## English as a Second or Foreign Language

Primary and Secondary Education

Exercises, Web-based Materials, Workshops and links for Teaching and Learning, WebQuests  
español/ English

# K-W-L: Inquiry-based learning

1. The big question
  - Why are some people more fascinating story-tellers than others?
2. What do students know about the above?
3. Finding out what they want to know?
  - How can I make a talk/story more interesting/exciting/informative?
4. Discovery phase in this learning process
  - video clips; “typical” about stories (genre); language analysis (register)
5. What have we learnt?