

# TALK yourself into CLIL

Teachers' awareness of language knowledge through  
a translanguaging pedagogy

CLILingmesoftly



# CLIL: Course Information

- Content and language integrated learning (CLIL) is a teaching approach where subjects, or parts of subjects, are taught through a foreign language with dual-focussed aims, namely the learning of content, and the simultaneous learning of a foreign language.
- In this course, we will evaluate the potential of this approach by critically exploring and reflecting on **CLIL methodological principles** as applied to real-world projects and situations. We will try out various CLIL activities, games and techniques. The following aspects will be the cornerstones of this highly interactive and practice-oriented course:
- TALK (teachers' awareness of language knowledge) in CLIL:
  - Essentials of SLA for CLIL: From personal beliefs to informed EFL knowledge
  - Genre, register, and academic vocabulary in CLIL
  - Multilingualism in CLIL
  - Technology and CLIL (WEBQuests, LexTutor, Lexical analysis)
  - Pedagogical language knowledge in CLIL towards a methodology of CLIL
- CLIL – an overview of the Austrian context and a European perspective

# CLIL: Three popular beliefs

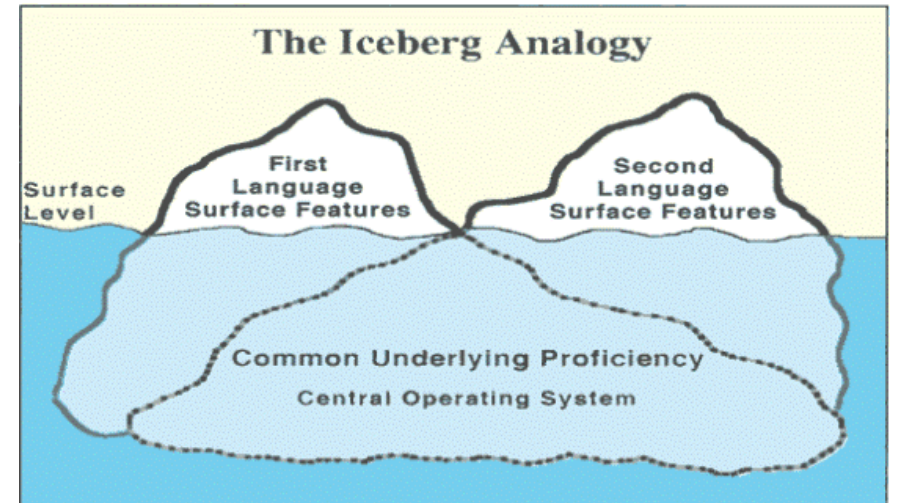
- 1. Immersive monolingual teaching**
  - A rich immersive input approach is enough.
- 2. Preparation time**
  - How to find the right text?
  - Teachers' domain specific command of English.
- 3. Cognitive threshold**
  - Content too difficult and cognitive processing load too high.

# BELIEFS

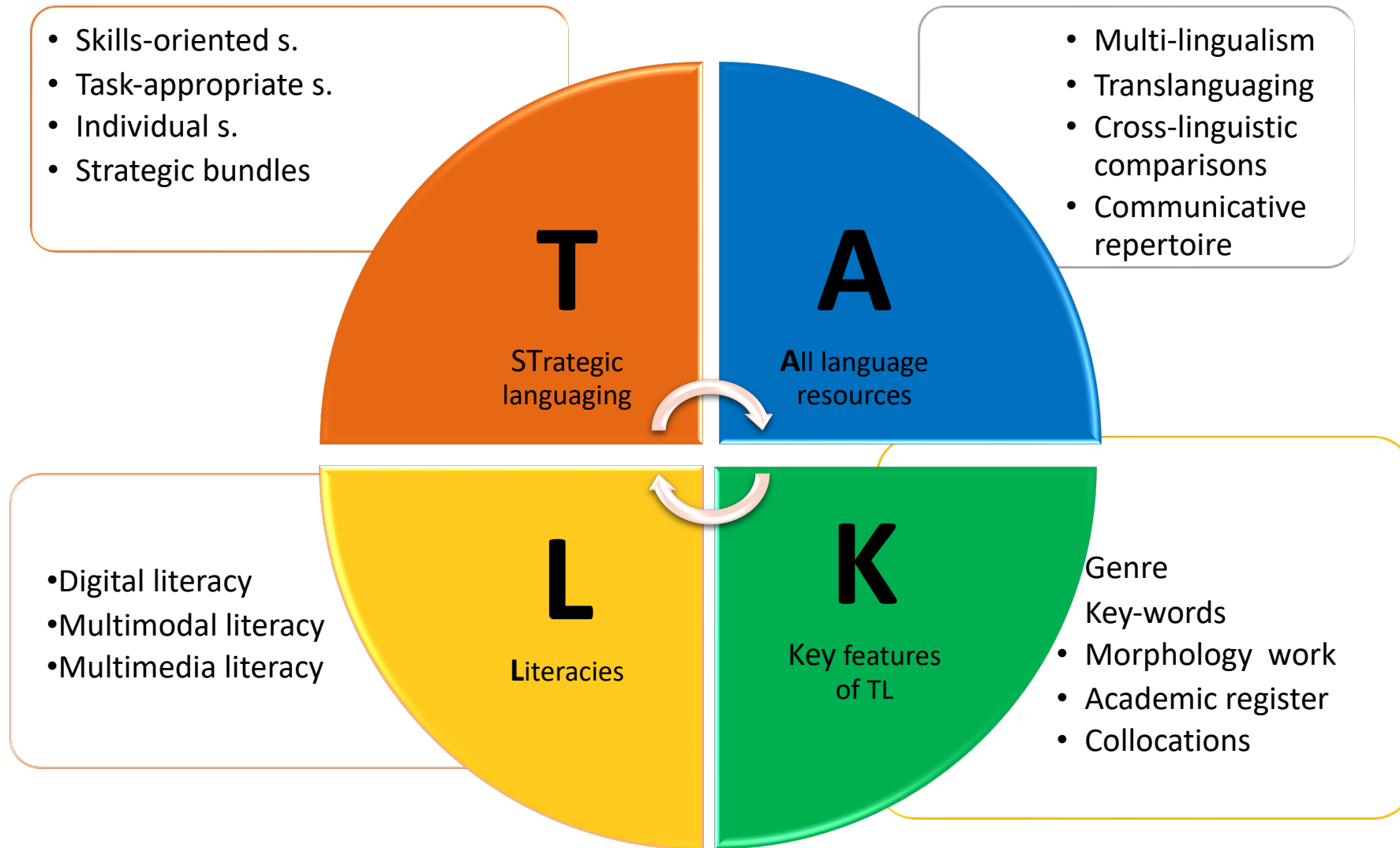


# TALK and pedagogical translanguaging (PT)

1. **Crosslinguistic translanguaging/CUP and teaching for transfer**
  - The **strict separation of languages** belongs to the 20th century, while the **21st** century will see the use of **both languages** in the classroom (Baker, C., & Wright, W. E. (2021).
2. **Keep the programme simple and plausible (and relational)**
  - *My personal pedagogical epiphany > 50/10*
3. **Pedagogical translanguaging**
  - Students can do highly '**academic**' work in '**less than perfect English**', through deliberate and systematic **translanguaging PT** (Baker, C., & Wright, W. E. (2021; Cummins, 2021; Fu et al. 2019; García, 2020; García & Li Wei, 2015; Henderson & Sayer, 2020).
4. **Criticality; critical literacy**
  - Language as power; identity; super-diversity; raciolinguistic perspectives
  - (Babino and Stewart, 2020; Norton, 2013; Vertovec, 2019; Wallace, 2017)



# TALK – a teaching framework for CLIL programmes





## Strategic languaging

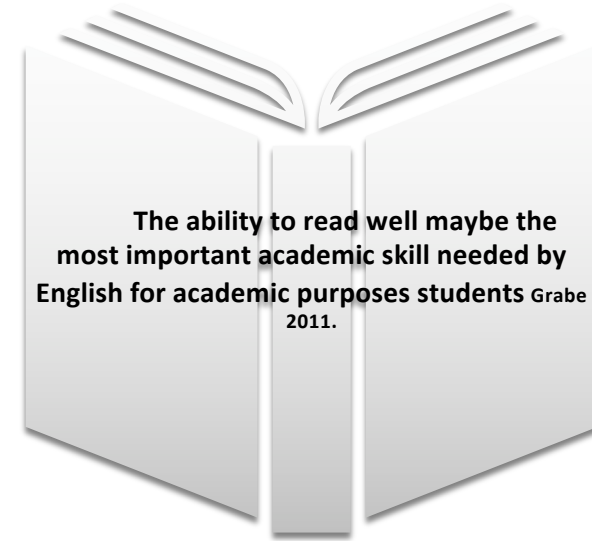
How can I encourage my students to

1. use **strategies** for language **learning** and language **use**?
2. use negotiation and communication strategies?
3. use text decoding strategies?
4. use word learning strategies?

***How can I teach for transfer?***

### **Putting principles into practice**

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



# A

All language practices

## All language practices



How can I encourage my students to:

1. utilise their **language resources** for the benefit of content learning?
2. explore **ALL languages** in the classroom?
3. create a climate of positive **language identity**?

*How can I teach for transfer?*

**Putting principles into practice:**

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



## Multimodal Literacies



1. How can I encourage my learners to exploit different literacies (**visual, embodied, digital, and linguistic**) for meaning making purposes in CLIL?
2. How can these **complement** each other in CLIL?

*How can I teach for transfer?*

### Putting principles into practice:

- WebQuests;
- Miming games;
- Running dictation;
- Using mobile devices; I pads.



# K

Key  
features TL

## Key features of TL



How can I encourage my students to learn and use:

1. the particular **genres** and **academic** register(s) of the field? What are the cultural differences/expectations?
2. **keywords** and their lexical associations?
3. the register for thinking and being like a professional in the field? < **STRATS**

*How can I teach for transfer?*

**Principles into practice:**

- Internet corpora; web-based dictionaries; morphology work, cognitive discourse organizers; HOT/LOT; model texts; inventories

# Challenges for CLIL



- How to **maximise** the use of the target language in CLIL and have room for explicit and deliberate languaging?
- How to support CLIL teachers' **identity transformation** from seeing themselves as primarily content teachers to content **and** language teachers?
- How to make CLIL teachers aware of the **complexity of the target language register** for the learning of subject content and how to support them on this way?
- How to make CLIL teachers teach the **genre characteristics** of their field?
- How not to alienate subject teachers and lead them to dismiss languaging as an **ivory tower** oddity?

# My personal reading checklist



## The title

- What do I already know about the topic?

## Pictures, charts, drawings and other visuals

- What do they suggest? How do they help me answer the question "What is this all about"?

## First paragraph

- Any important clues there?

## Last paragraph

- What more have I found out?

## Quick/timed reading

- After reading quickly through the text, can I add one more piece of information that helps me understand the title?

## Tasks and summary

- Can I already answer some or all of the tasks? Can I already say what the text is about?

## Rereading the text

- Which five words help me most to understand this text?
- What more do I know that I didn't know before? How does it help me in answer the tasks?

## Unknown important words (keywords)

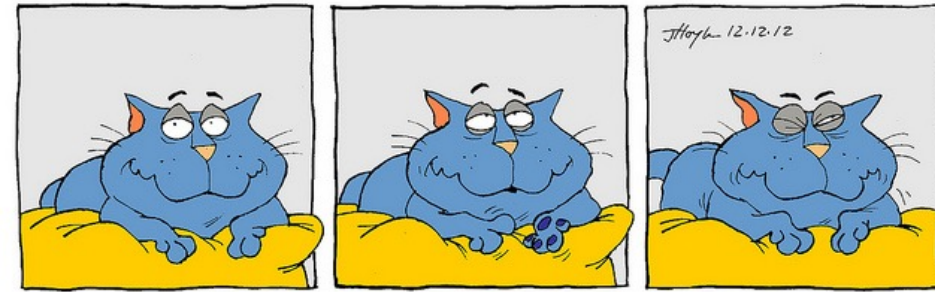
When rereading the text are there still words that I do not know?

- Is it an important word or phrase? Try to find an ending for the following sentence. It is important because
- Can I have a guess and live with this for the moment?
- Do I need to check the meaning of this word in a dictionary? Does the meaning chosen makes sense in this context?
- Will I need to remember this word ? If so, how can I achieve this?
- What does the glossary say about this word ?

## And finally

- Where do I still have problems in answering the tasks ?

# Vocabulary strategies: Mnemonics



Mnemonic rhymes  
are a superb way  
to recall things...

"Thirty days hath  
September..."

The other months  
I don't remember!

## To memorize a list of items:



Apple



Bread



Toothpaste



Carrots



Pie

### 1. Learn a list of pegwords that rhyme with numbers.



One is a sun



Two is a shoe



Three is a tree



Four is a door



Five is a hive

### 2. Attach each item on your list to a pegword by forming an unusual mental image of the two interacting.



Sun + apple



Shoe + bread



Tree + toothpaste



Door + carrots



Hive + pie

### 3. To recall the list of items, start counting from the number one. Each number will prompt recall of its pegword, which in turn will prompt recall of the associated item.

# *CLIL and all language repertoires*

- 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)
- DeepL/Google translations
- Suggestopedia/super learning: parallel texts

# Graphic organisers

Problem

- What?
- Why?

Actors

- Who ?

Solutions

- Result 1
- Result 2



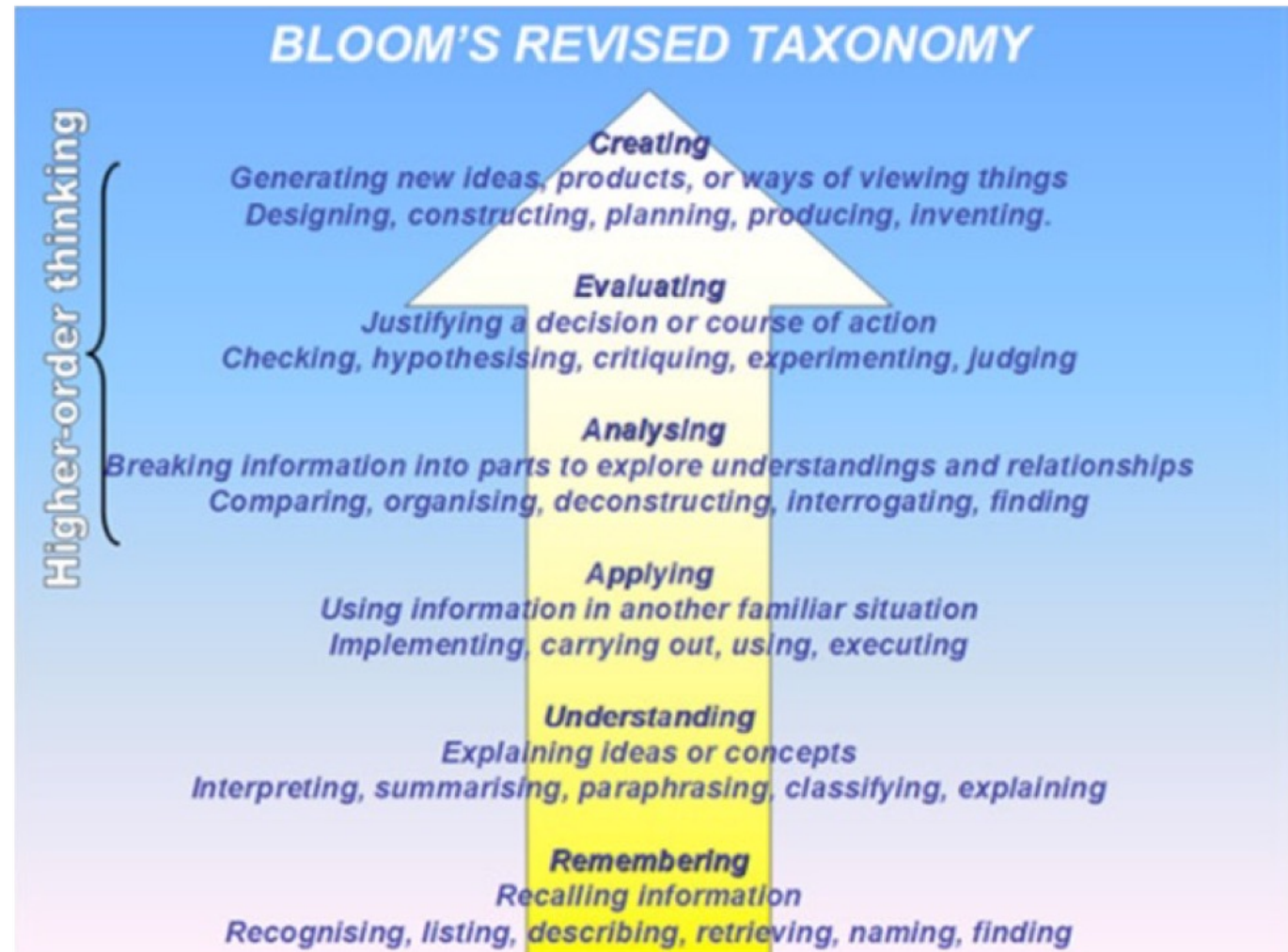
# WebQuest.Org

WQ - text  
work

1. Copy and paste WQ texts into [word](#) document
2. Identifying key words > [Lextutor](#): **KeyWords**
3. Identifying academic words > Lextutor: VP> Compleat> **NGSL -NAWL**
4. Identifying technical/domain specific words > Lextutor: VocabProfiler (VP)>Compleat>Classic > **MSVL (TEACHER EXPERTISE)**
5. Establishing [list](#) of 10 essentials words for deliberate and explicit teaching
6. Collocation and colligation work in [sketchengine](#) (SE)

# Think and act like a PRO

- Cognitive discourse functions, (Dalton-Puffer, 2013)
- Thinking skills instruction enhances academic achievement > HOTS and LOTS (Li, 2016)
- A Taxonomy for Learning, Teaching, and Assessing (Anderson et al., 2000)





Example: Selection of key vocabulary for a text on language acquisition: “How do Children Learn Language” – PPP

<http://www.lex tutor.ca/>

Keyword list - ranking	MSVL	K 3	NAWL
(1) situate	adult-9	behaviour – 3	aspects
(2) vocabulary	approach-4	biological- 2	clues
(3) zone	code-5	code - 6	disadvantaged – 2
(4) adult	communicate- 3	communicate - 3	elaborated
(5) language	context-4	context - 4	genetically
(6) code	contrasted	genetic - 2	influential
(7) child	culture-7	potential - 3	innate
(8) develop	involved-3	revolution - 2	practitioners
(9) culture	physical-2	symbol - 2	puzzle
(10) communicate	potential-3	theory - 3	socialise
(11) context	research-7	zone - 5	symbolic – 2
(12) learn	revolution-2		theorists
(13) potential	symbolic-2		vocabulary - 3
(14) research	theories-2		
(15) behaviour	variation-2		
(16) intelligible	vocabulary-3		

# K

Key  
features TL

## Prefix – Suffix instruction



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

### Prefix

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

### Root

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

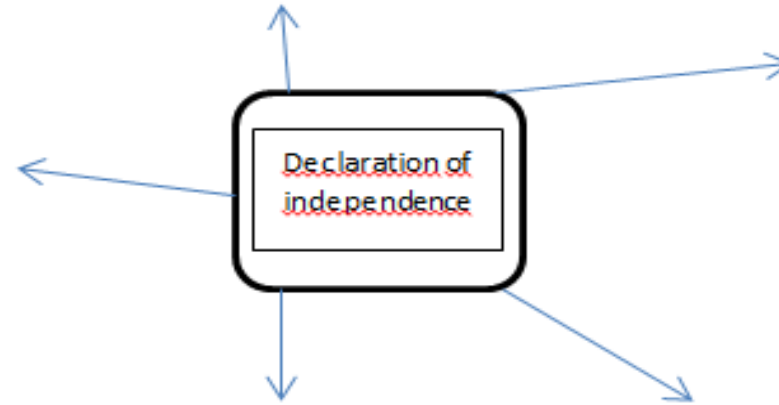
### Suffix

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

morphological instruction—which focuses on inflections, derivations, and compounds—improves reading comprehension, increases vocabulary size and also increases motivation to investigate words

Tedick, D. J., Lyster, R. (2020)

The new policy had intended and **unintended consequences**.  
Het nieuwe beleid had bedoelde en **onbedoelde gevolgen**.

Language  
inventoryMy WORDFAMILYKey – word 1: Declaration of independence/UnabhängigkeitserklärungAdd 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>

# PT - resources

- <https://www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/>
- <https://maledive.ecml.at/Home/Projectdetails/tabid/3481/Default.aspx> It aims to provide access to plurilingual approaches so that teachers can address and build on linguistic and cultural diversity in classrooms. The project will also promote collaboration between teachers of all languages.
- Treasure Chest of Resources for Learners, Parents and Teachers in Times of Covid-19 (<https://www.ecml.at/Resources/TreasureChestofResources/tabid/4397/language/en-GB/Default.aspx>)
- classroom activities to promote students' awareness of language and appreciation of linguistic diversity. <https://www.elodil.umontreal.ca>
- Apps and websites for creating multilingual books <https://www.iAMPLURILINGUAL.com/resources.html>
- ScribJab is a multilingual tool to create and share digital stories in 2 different languages. <https://www.scribjab.com/en/index.html>

## PT - resources

- [https://www.stjornarradid.is/library/01--Frettatengt---myndir-og-skrar/MRN/Leidarvisir%20um%20studning%20vid%20modurmal\\_enska.pdf](https://www.stjornarradid.is/library/01--Frettatengt---myndir-og-skrar/MRN/Leidarvisir%20um%20studning%20vid%20modurmal_enska.pdf) Guidelines for the support of mother tongues and active plurilingualism in schools and afterschool programs. Chap 5 and 6 practical activities and useful links
- Within a Language Friendly School, everyone welcomes and values all languages spoken by the students, the parents and the school stakeholders. Language Friendly Schools are schools that have developed a language plan involving all members of the school: students, teachers and staff. <https://languagefriendlyschool.org>
- This Spotlight highlights creative solutions that enable schools all over the world to promote and foster bilingualism <https://hundred.org/en/collections/bilingual-education>
- <https://www.lexutor.ca>
- <https://www.sketchengine.eu>
- <https://textinspector.com>
- <http://deepl.com>
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Dank U!

