CLIL: Content and Language Integrated Learning
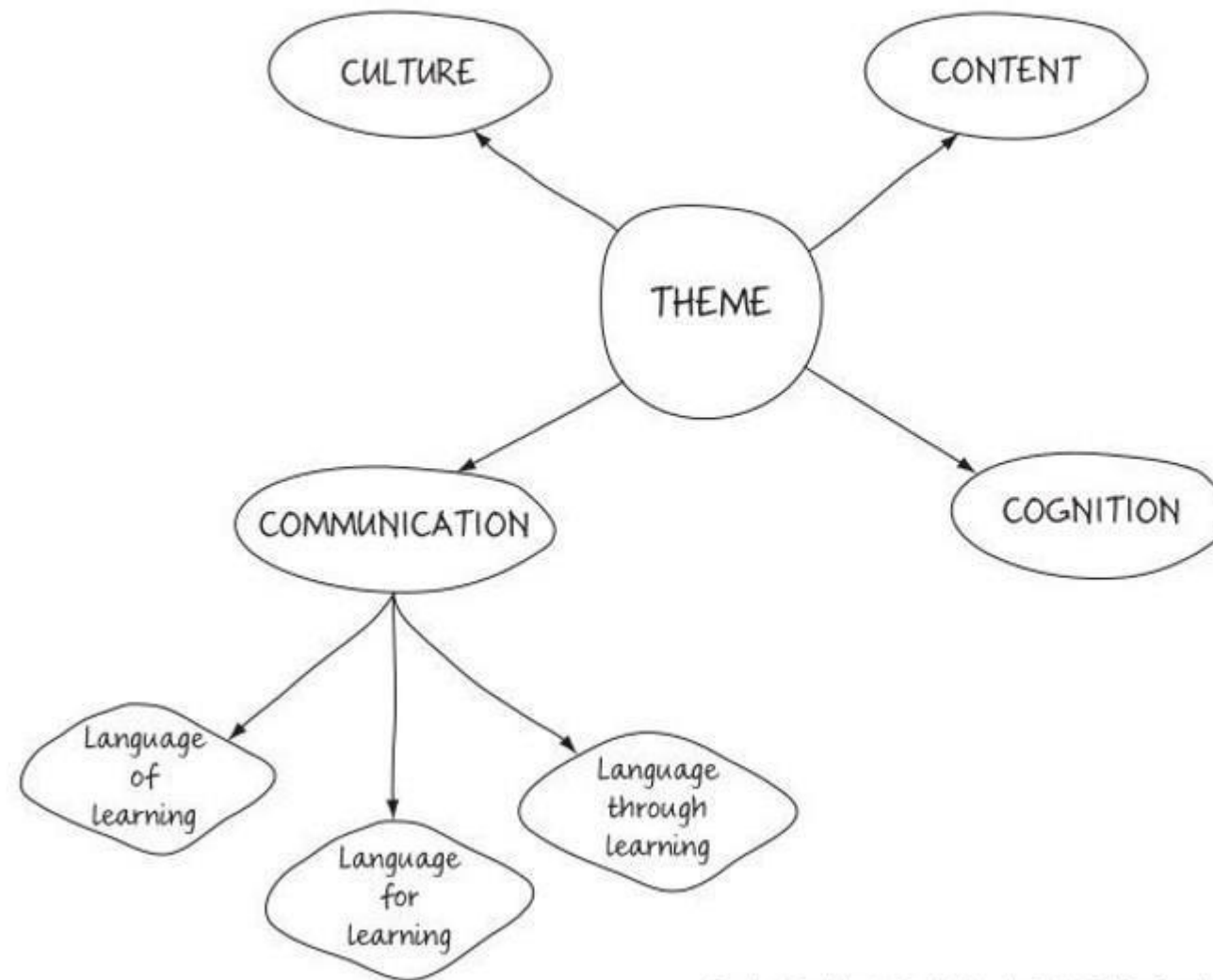
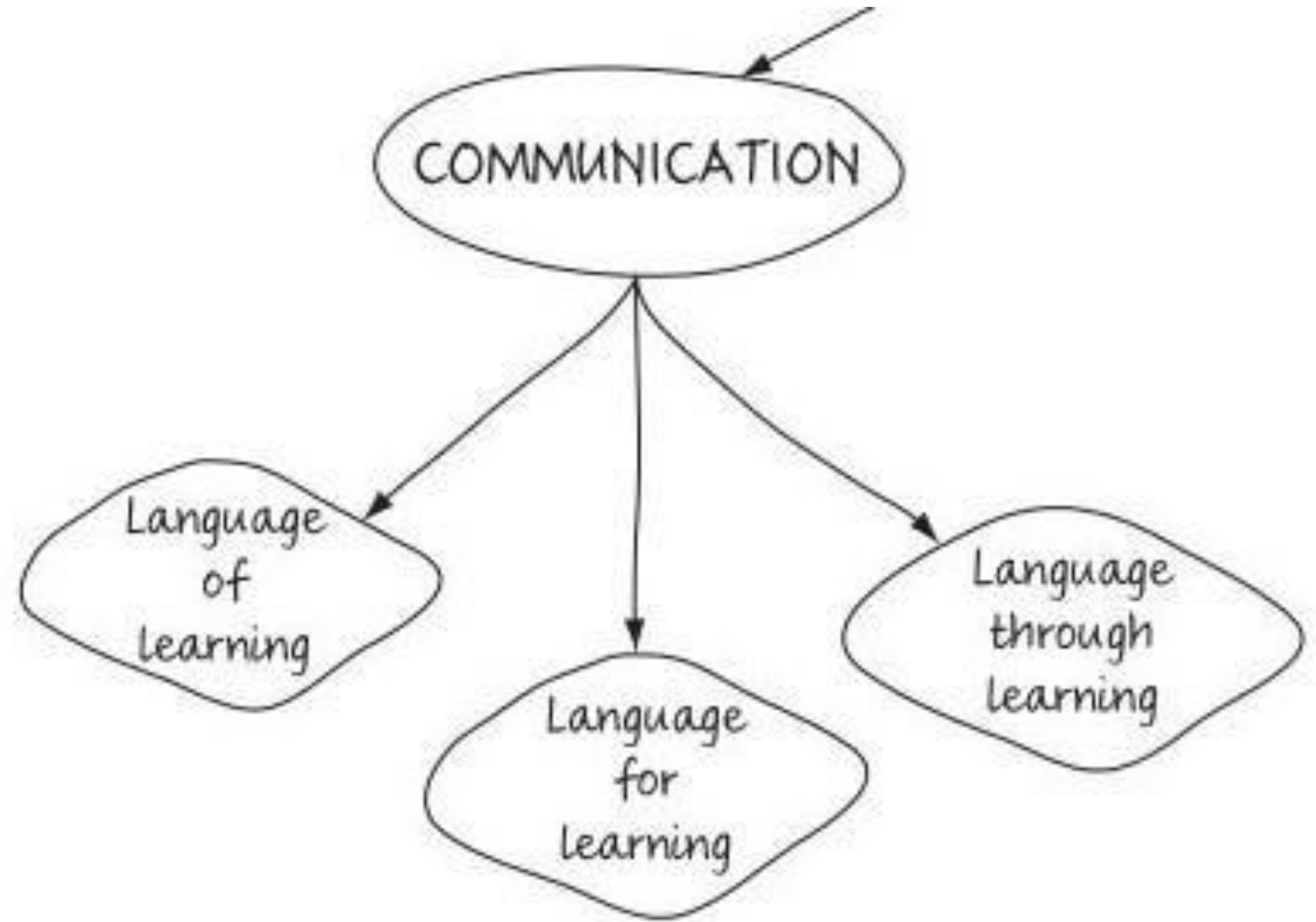# Planning Classes for CLIL

T h e   3 A s

The 3As tool for lesson planning

Mind map template

Coyle, D., Hood, P., & Marsh, D. (2010). Content and Language Integrated Learning. Cambridge: Cambridge University Press.
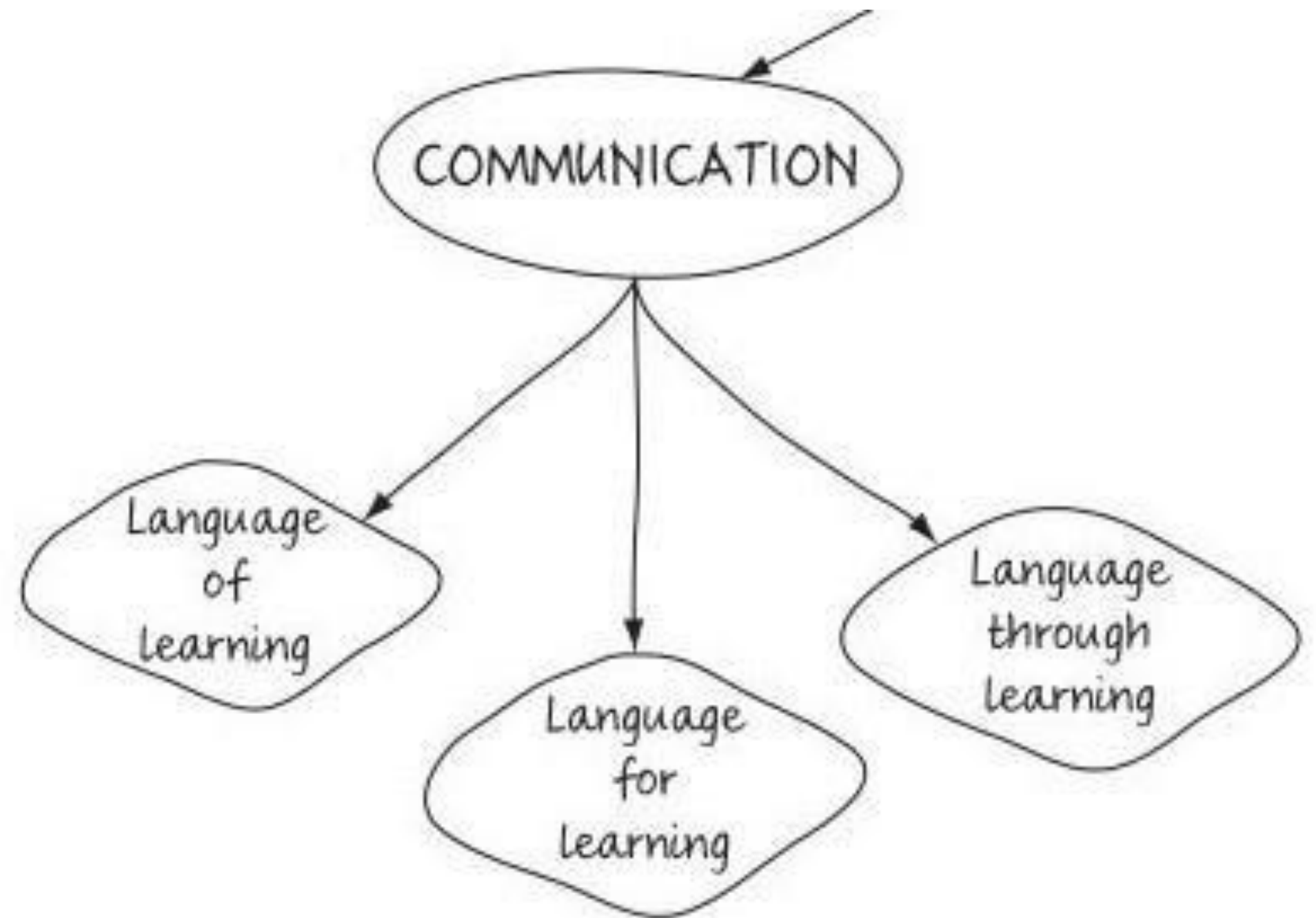
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Subject teachers: it demands an awareness of different types of language used for different purposes
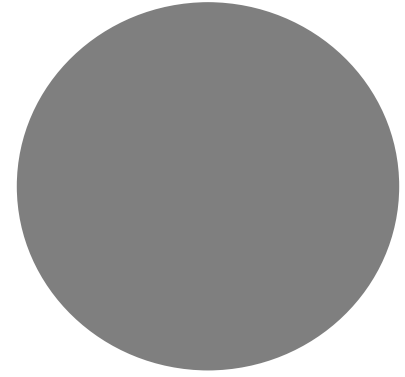
Language teachers it requires an alternative approach to language learning and language using without rejecting successful classroom practice.

It is not built on a grammatical model where progression focuses on a gradation of grammatical concepts, but incorporates grammatical progression from different perspectives.

Grammar is not rejected but it is approached initially through content demands

COMMUNICATION

Language of learning

Language for learning

Language through learning
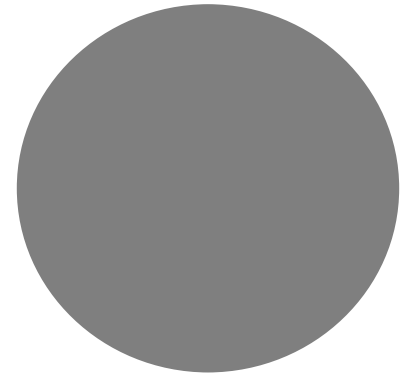
Do Coyle

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Stage 1 – Analyse

This explores what language learners will need to access new knowledge and understanding when dealing with the content.

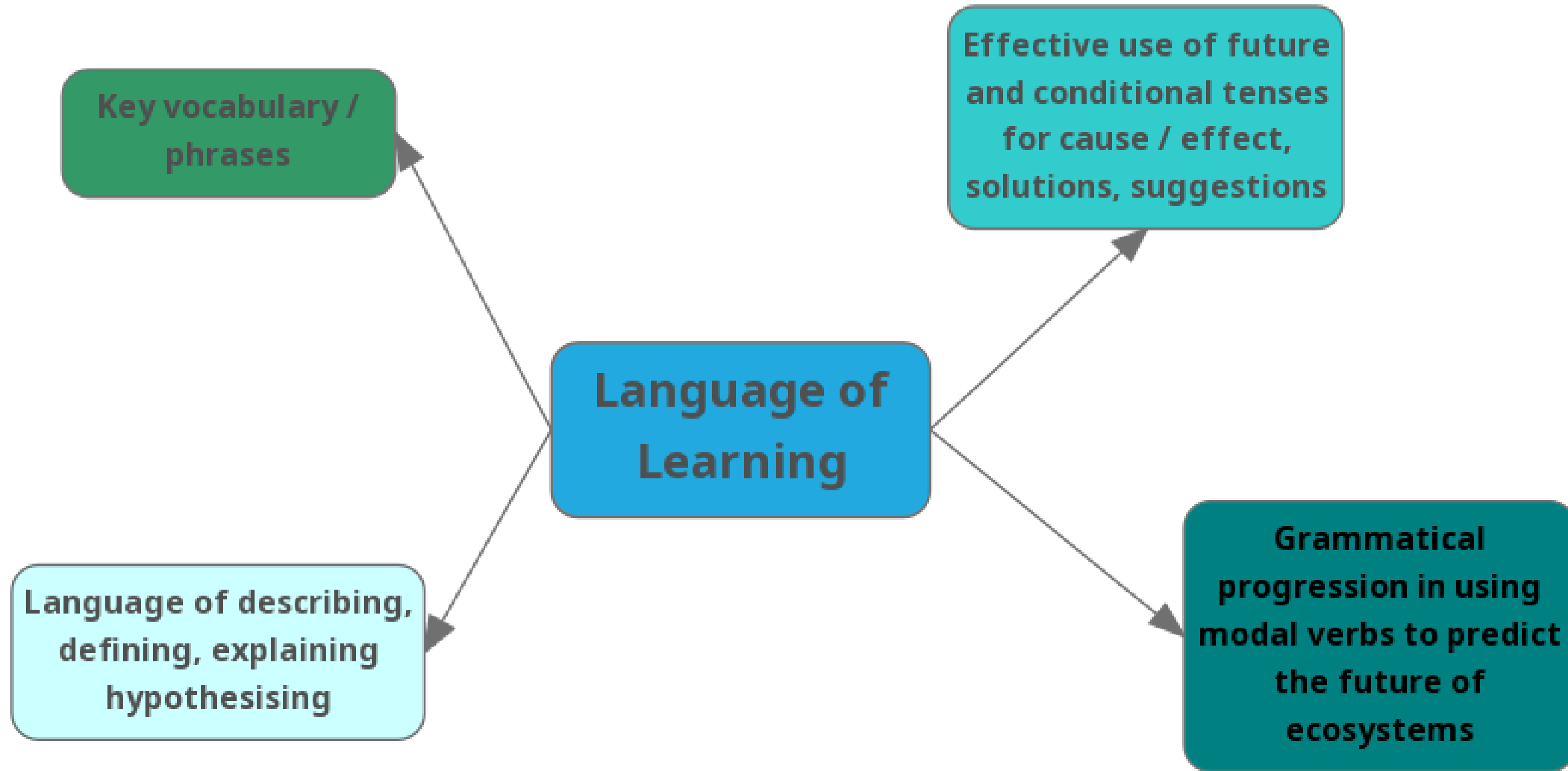Key vocabulary and phrases related to the subject content.

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Stage 1 — Analyse

Analyse content for the Language of Learning (CALP)

Define the content first and analyse what language might be needed for the conceptual understanding, that is, what is the language of learning?

Key vocabulary / phrases

Effective use of future and conditional tenses for cause / effect, solutions, suggestions

Language of Learning

Language of describing, defining, explaining hypothesising

Grammatical progression in using modal verbs to predict the future of ecosystems

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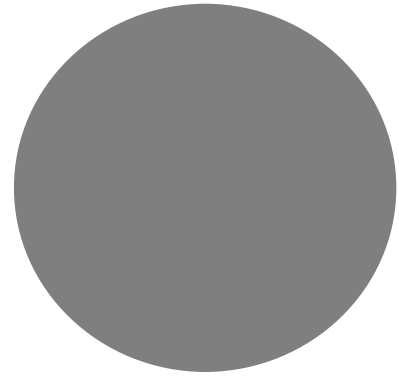
Stage 2 – **Add**

This is considered the most crucial element for successful CLIL.
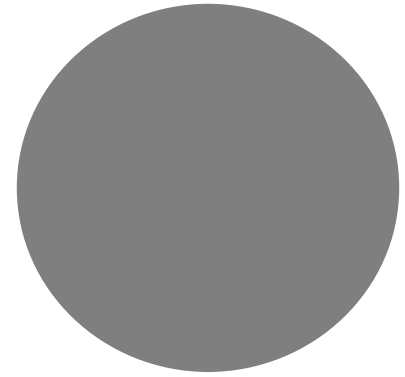It makes transparent the language needed by learners to *operate in a learning environment* where the medium is not their first language.
It is linked to the language students will need during lessons to carry out the planned activities effectively.
Classroom language
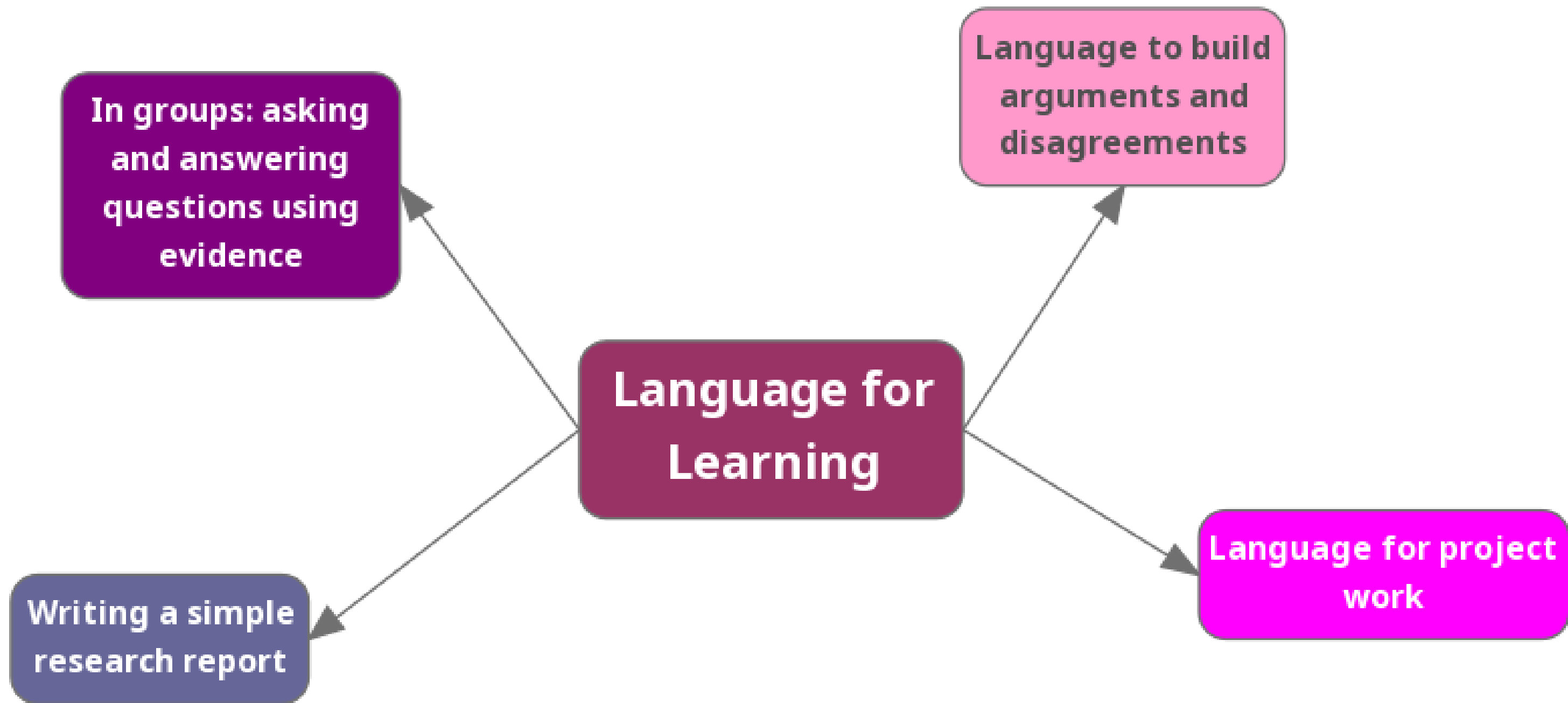Social language

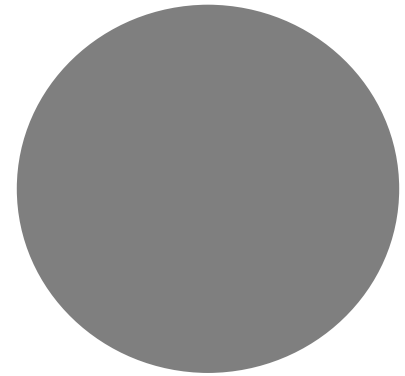# The 3As tool for lesson planning

Stage 1 − Add

Add content to language for learning (BICs)

Focus on the learner, think about how you can scaffold the content so that the students have the language for learning, e.g. students may need strategies for accessing a text or writing.

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Stage 3 — **Apply / Assure**

New language will emerge through learning. Not all the CLIL language needed can be planned for.

Language is linked to cognitive processing, it is important to make use of opportunities (both spontaneous and planned) to advance learning.

Learners must be encouraged to articulate their understanding, which in turn advances new learning.

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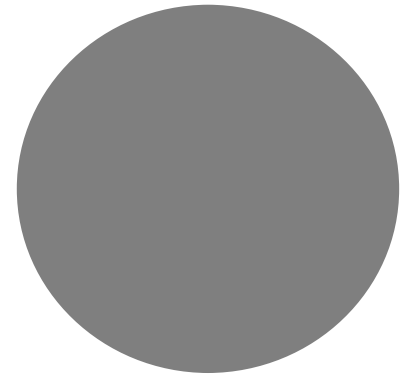
Stage 3 – Apply / Assure

Apply to content through learning (cognition)

Development of emerging language from specific contexts, supported by structured grammatical awareness
Using known language in new ways, accessing unknown language...
Recycling discussion skills at a higher level
Feedback
Dictionary skills

Creating
Learning Tasks
for your
classroom
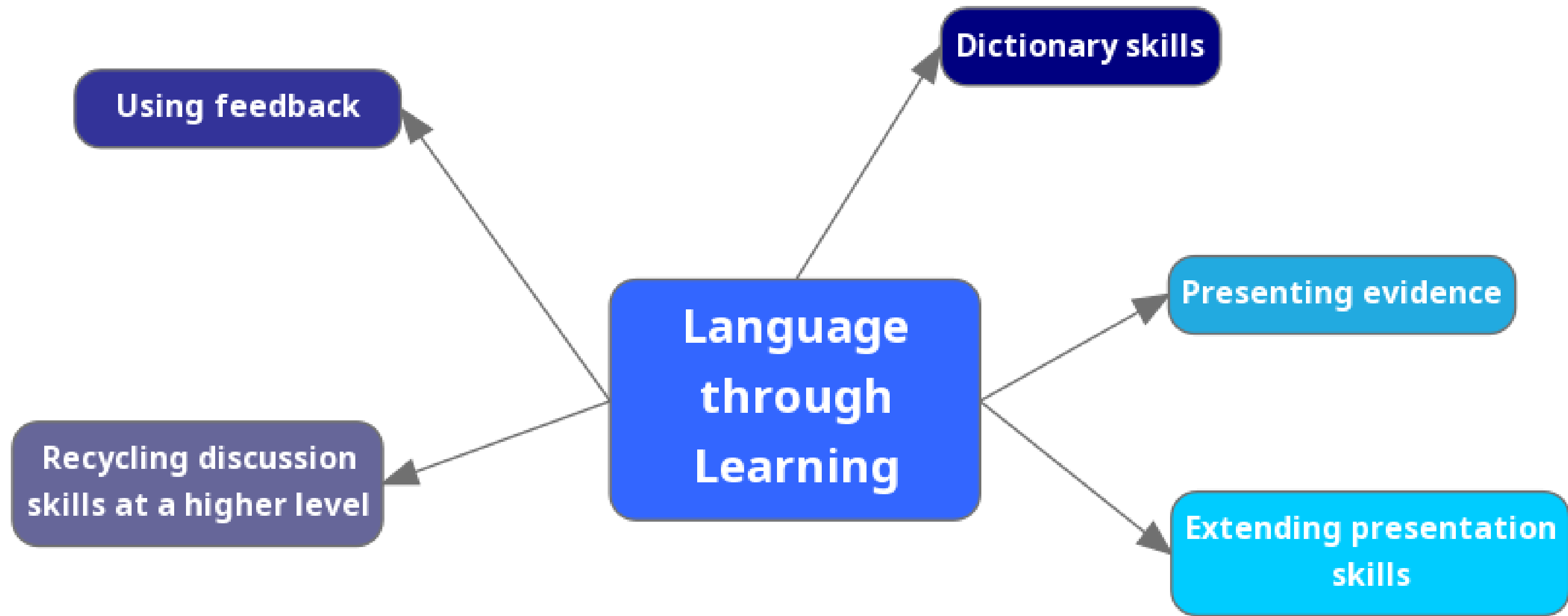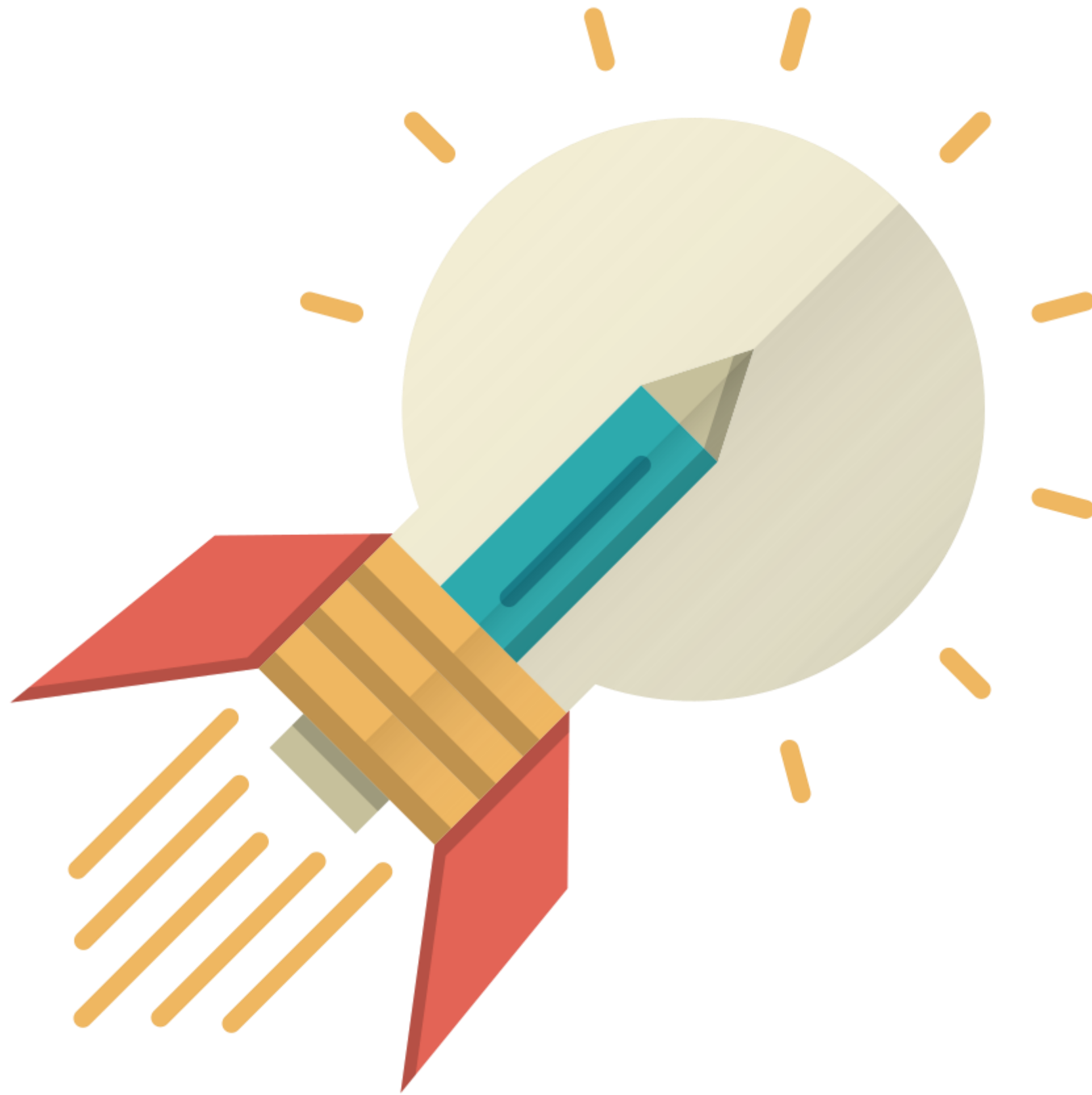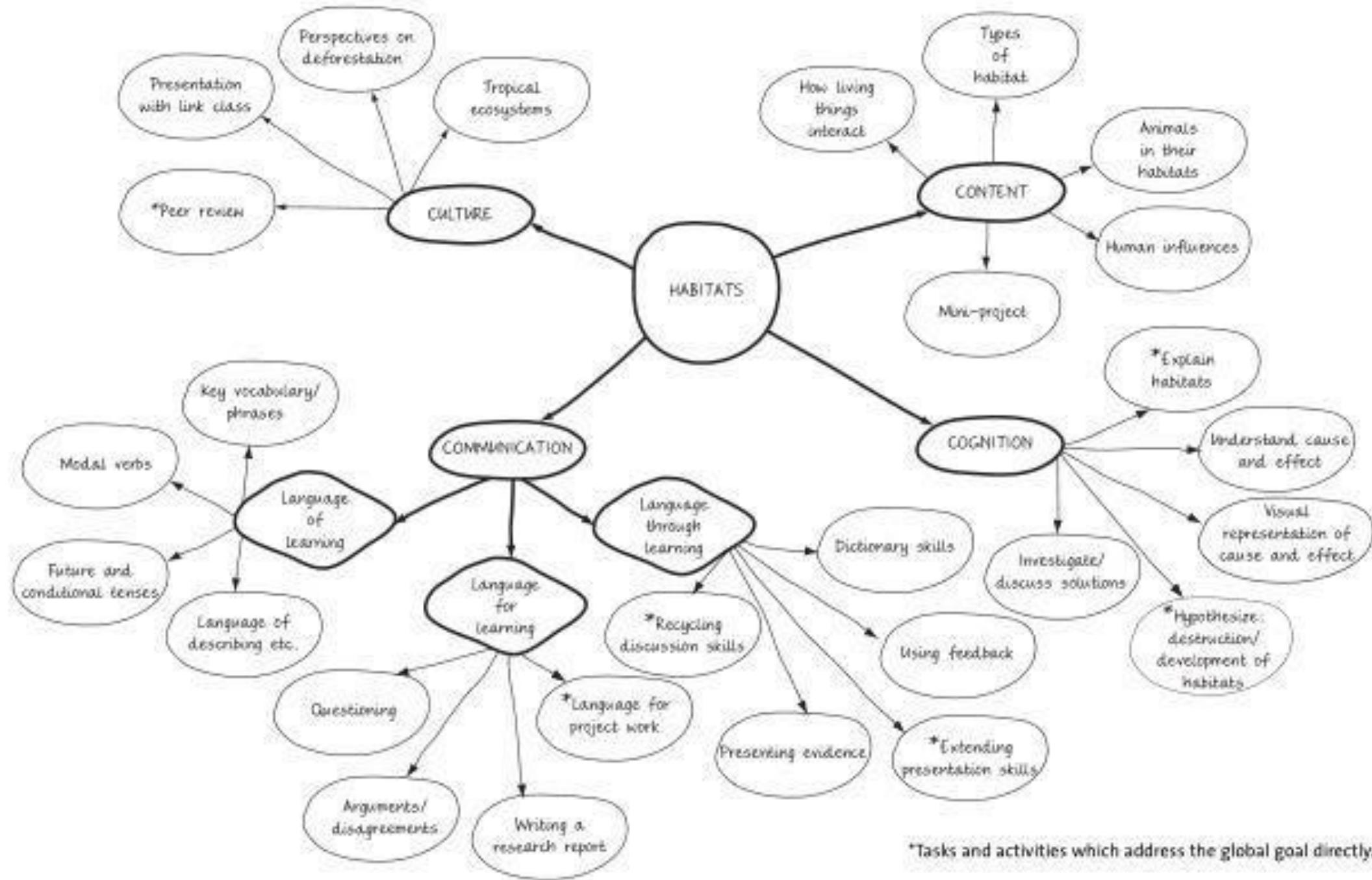
Figure 5: Habitats mind map

Global Goal: Encourage confident talk

The mind map shows HABITATS as the central node, connected to four main branches:

CULTURE
- Perspectives on deforestation
- Presentation with link class
- Tropical ecosystems
- *Peer review

CONTENT
- How living things interact
- Types of habitat
- Animals in their habitats
- Human influences
- Mini-project

COMMUNICATION
- Language of learning
  - Key vocabulary/phrases
  - Modal verbs
  - Future and conditional tenses
  - Language of describing etc.
- Language for learning
  - Questioning
  - *Language for project work
  - Arguments/disagreements
  - Writing a research report
- Language through learning
  - Dictionary skills
  - *Recycling discussion skills
  - Using feedback
  - Presenting evidence
  - *Extending presentation skills

COGNITION
- *Explain habitats
- Understand cause and effect
- Visual representation of cause and effect
- Investigate/discuss solutions
- *Hypothesize destruction/development of habitats

*Tasks and activities which address the global goal directly.

3As lesson planning tool

ANALYSE: Language **of** learning.

- Content obligatory language related to the subject theme or topic**.**
  - Key phrases needed
  - Key vocabulary

ADD: Language **for** learning
  Language needed to operate in a foreign language environment (for pair / group work, asking questions, debating, etc.)
  - Learning how to learn
  - Language for pair group
  - Understanding instructions
  - How to deal with not understanding

APPLY: Language **through** learning

- Emerging language which needs to be captured, recycled and developed so that it becomes a part of the student's repertoire.

- Dictionary use for vocabulary extension

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- COMMUNICATION

Language OF learning:
* <u>Key vocabulary</u>: *fish, octopus, dolphin, starfish, jellyfish, shark, angelfish, living/non-living things, sunlit, twilight and midnight, eat/ live in/live up to/weigh/jump/ swim up to.*
* <u>Key structures</u>: *under the sea, in the water, are the main enemies of..., can it breathe/move/excrete/ get food/reproduce?*

Language FOR learning:
I can see, We can find, there is/are. I would like to know more about...

Language THROUGH learning:
- Language needed to express previous knowledge and experiences related to the sea depths

THANK YOU!