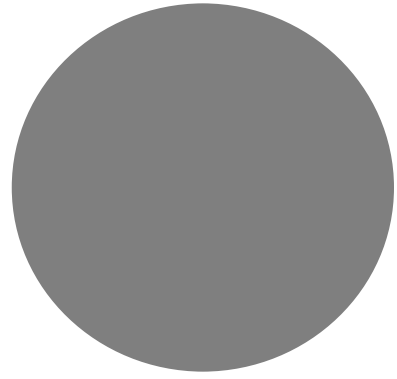


CLIL: Content and Language Integrated Learning

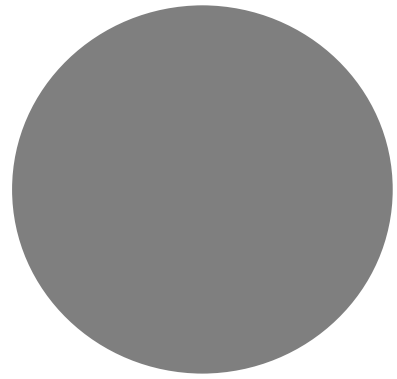
Planning Classes for CLIL

BICS & CALP

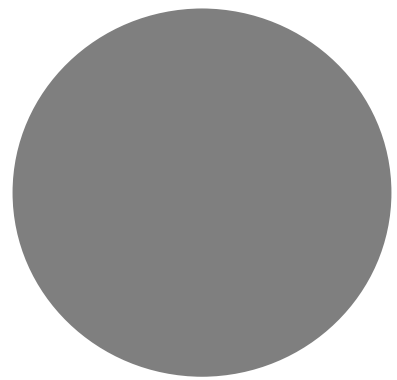
Agree or Disagree?



Language teachers should help subject teachers to teach new vocabulary for CLIL.



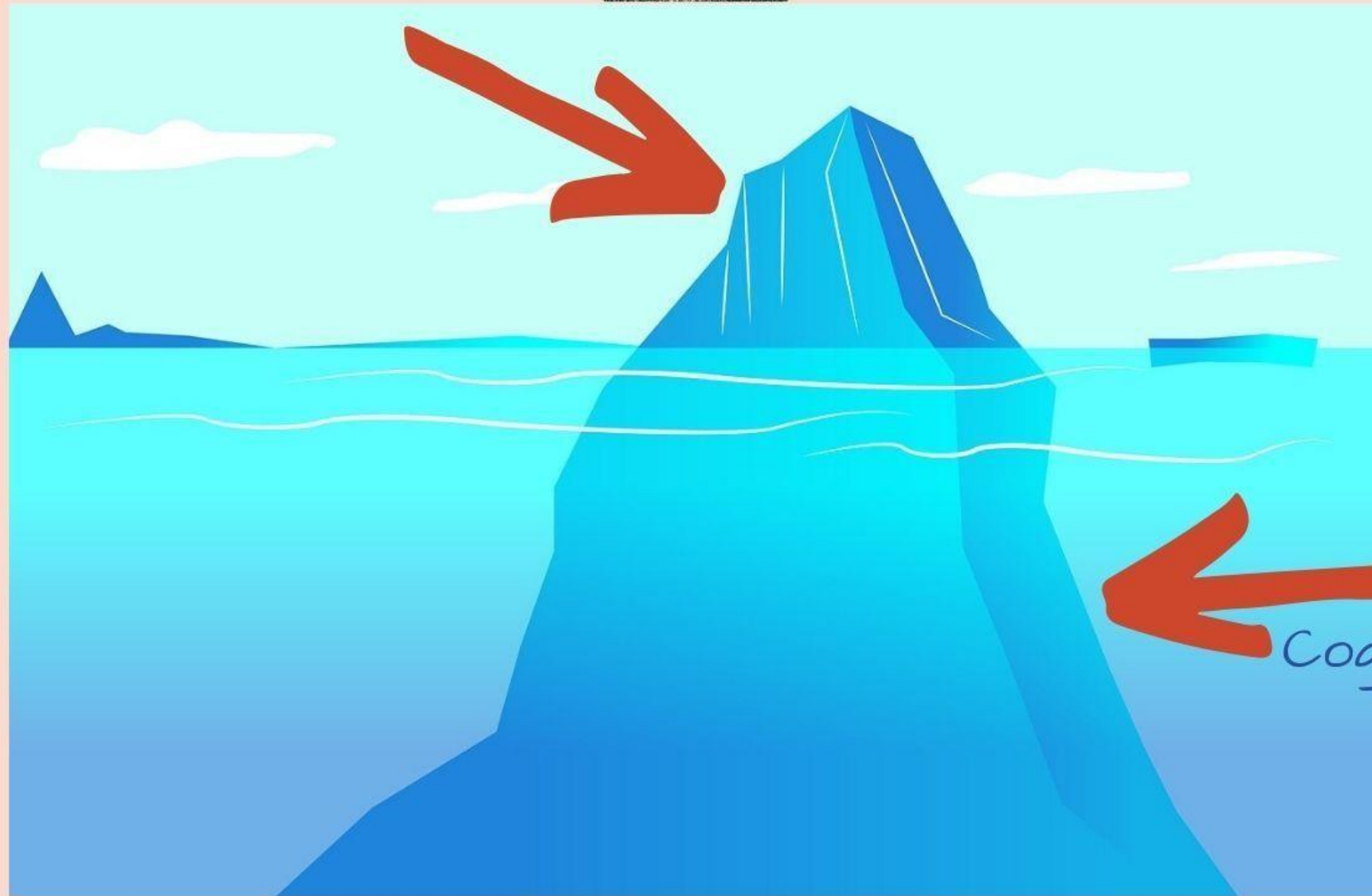
It is important that subject teachers in CLIL have an excellent knowledge of grammar and make no mistakes.



Students should always use correct vocabulary and grammar when working with CLIL subjects.

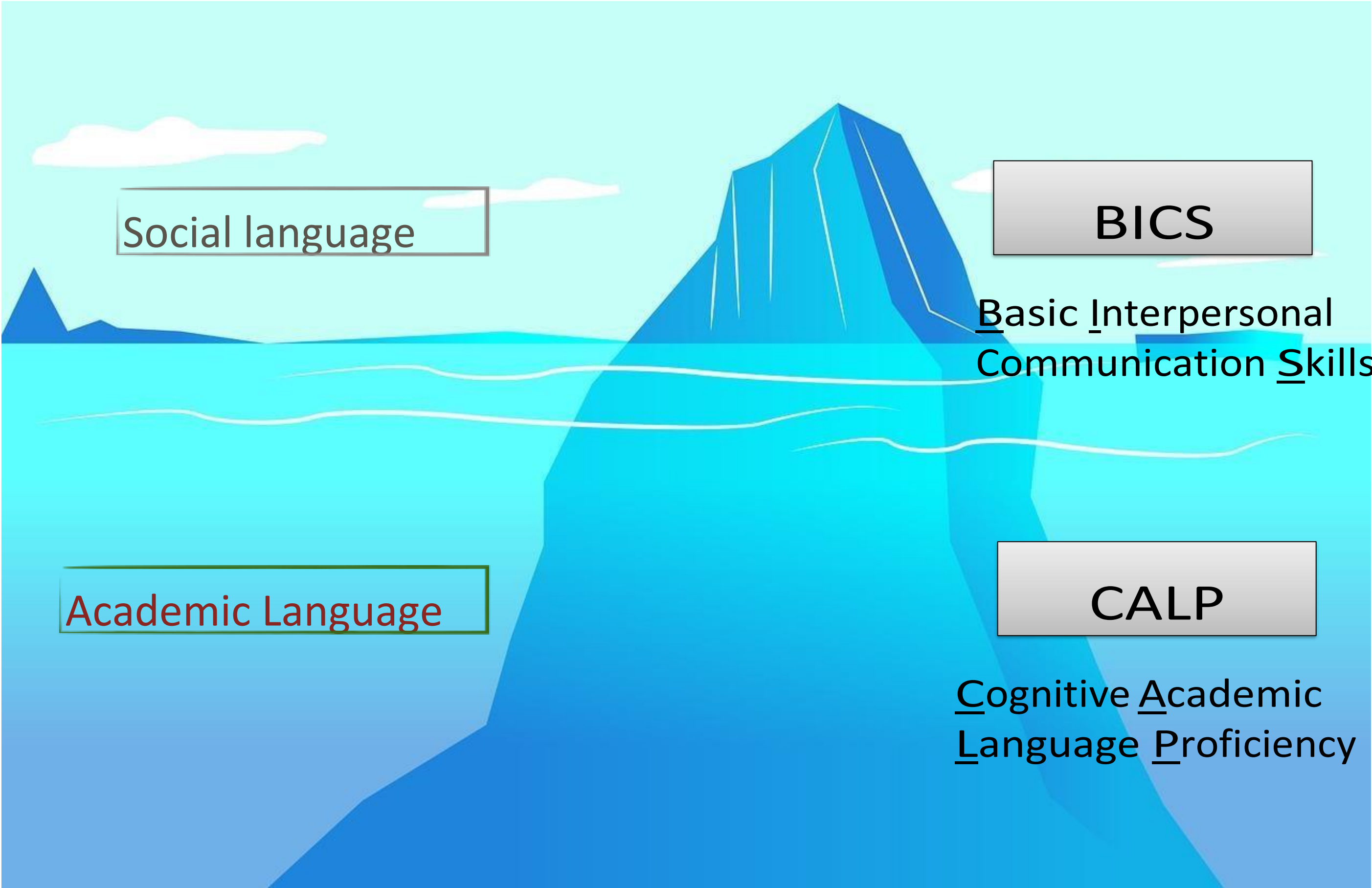
Basic Interpersonal Communication Skills

BICS



CALP

Cognitive Academic
Language
Proficiency



Social language

BICS

Basic Interpersonal
Communication Skills

Academic Language

CALP

Cognitive Academic
Language Proficiency

BICS

Basic Interpersonal Communication Skills

BICS are the skills needed for everyday conversational talk. Examples of BICS include greetings, asking for or giving directions, stating preferences and describing the weather. BICS also include informal language, such as contracted forms (can't, isn't, etc.).

CALP

Cognitive Academic Language Proficiency

CALP involves understanding and using formal language about curricular subjects. This might include explaining possible results of an experiment and giving reasons for doing calculations.

BICs or CALP

- * 'Open your books'
- * 'Describe the landscape'
- * 'Draw the lines of latitude on the map'
- * 'Get into your working groups'
- * 'Explain how you arrived to this conclusion'

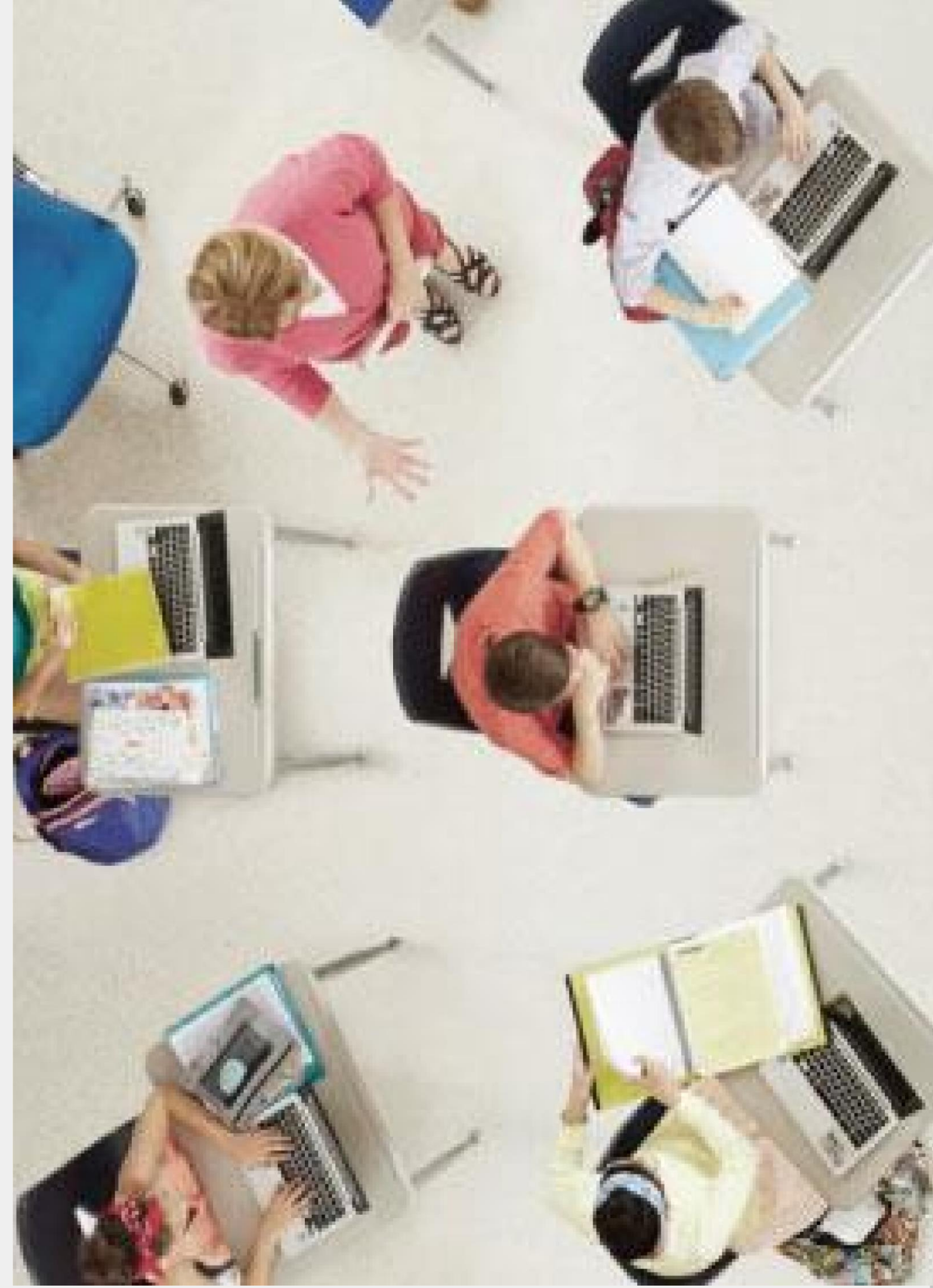
Short activity

- **Make a list of BICs and CALP for one of your lessons.**
- **5 words in each list is ok.**

Example

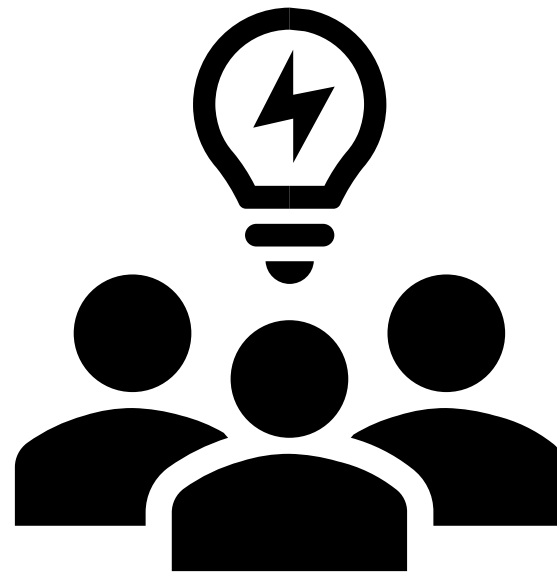
BICs - pens in the centre, check your answers, personal work, open the window, this is for homework

CALP - mountain, lake, valley, summit, mountain range



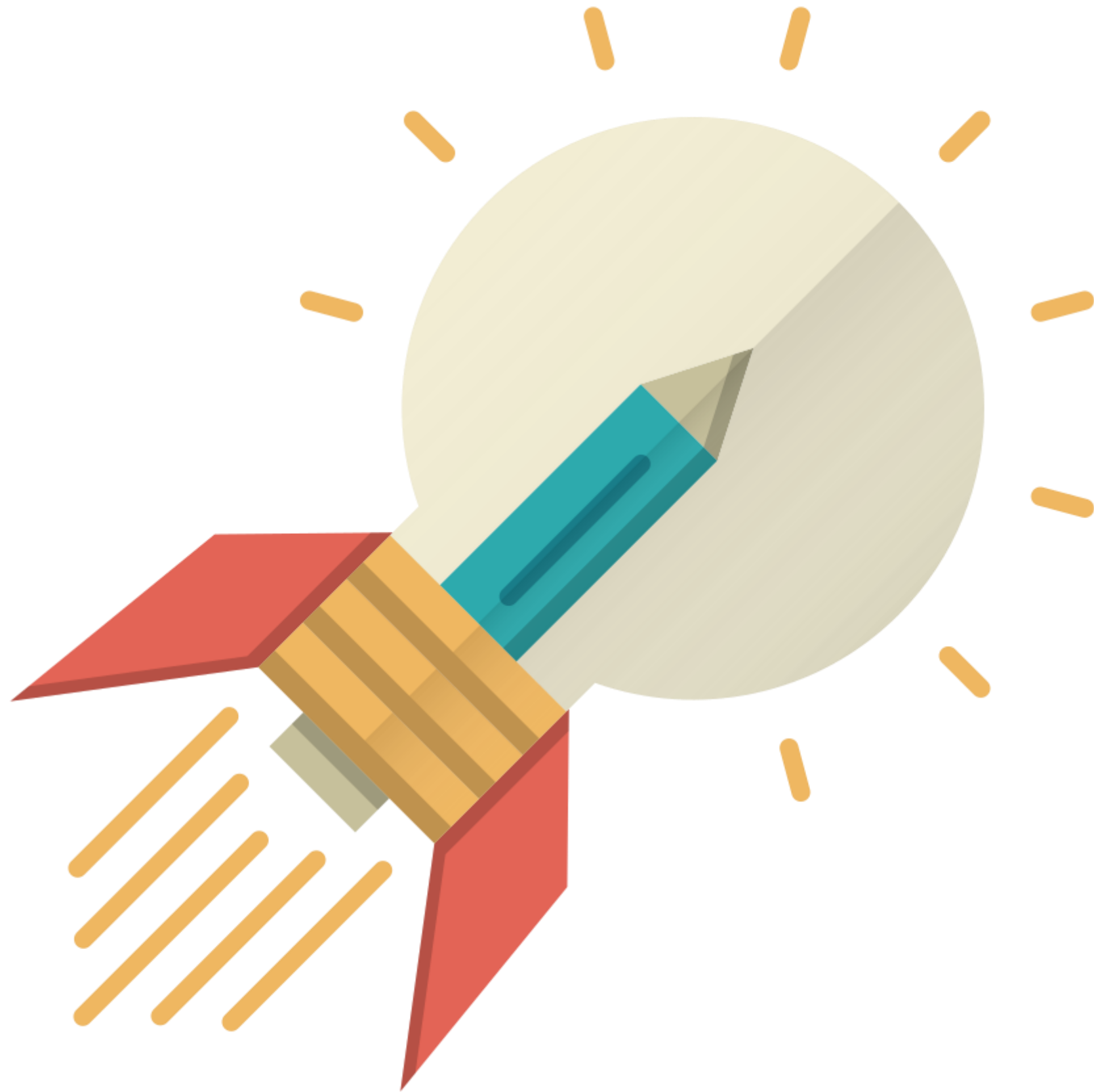
Group activity

Select the subject specific content in each sentence.



- **Listen to the beat and clap to the rhythm.**
- **I'd like you to use a protractor to draw regular hexagons. Your drawing should have six equal sides.**
- **Stamina means you can do prolonged activity without getting out of breath.**
- **In the mid-6th century, they expanded their territories and settled in parts of Europe.**
- **Speakers are output devices which turn electrical pulses into sound.**

- Listen to the **beat** and **clap to the rhythm**.
- I'd like you to use a **protractor** to draw **regular hexagons**
Your drawing should have **six equal sides**.
- **Stamina** means you can do **prolonged activity** without **getting out of breath**.
- In the **mid-6th century**, they **expanded their territories** and **settled** in parts of Europe.
- **Speakers** are **output devices** which **turn electrical pulses** into sound.

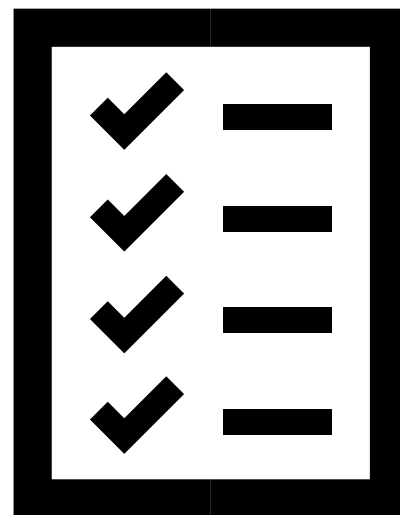


Creating
Learning Tasks
for your
classroom

Creating Learning Tasks for your classroom

- In your project group decide on a topic/theme for your CLIL unit
- Gather a list of vocabulary/language you will need, divide it into 2 lists BICS (language for learning) and CALP (language of learning)

Are You Judging Your English Learners on Their BICS Instead of Looking for CALP?



Teachers often judge children on their speaking abilities alone, thinking that if a child can hold a conversation, they can speak English. Teachers are baffled when they refuse to participate in classroom discussions related to subject content.

Likewise, a student may be familiar with the academic language but not have the social language to express their knowledge

Do you have an extensive evaluation process in place to avoid this?

Do your students have the means to express both BICS and CALP as best they can?

LET'S TALK ABOUT LANGUAGE PROFICIENCY

CREATED USING
POWtoon

BICS vs. CALP

BASIC INTERPERSONAL COMMUNICATION SKILLS	COGNITIVE ACADEMIC LANGUAGE PROFICIENCY
Informal	Formal
Concrete	Abstract
Language of the Playground, Dinner Table, and Bus	Language of the Classroom, Text Books, and Assessments
Predominantly Oral	Oral and Written
Tier 1 Words	Tier 2 & 3 Words
3,000 Words or Less	100,000+ Words
Short and Simple	Long and Complex
Commonly Contextualized	Commonly Decontextualized
Can Be "Picked Up" Through Social Interactions	Must Be Explicitly Taught
1-3 Years to Develop	5-10 Years to Develop

THANK YOU!