Session 2 plan: Key CLIL Concepts

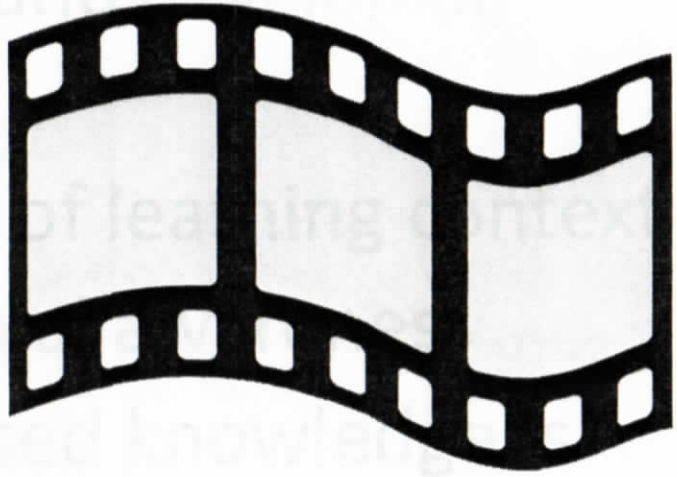
- The 4 C's:
- CALP (vs BICS)
- LOTS and HOTS
- Taxonomy
- Language *of/for/through* learning
- Cognitive Skills

Video

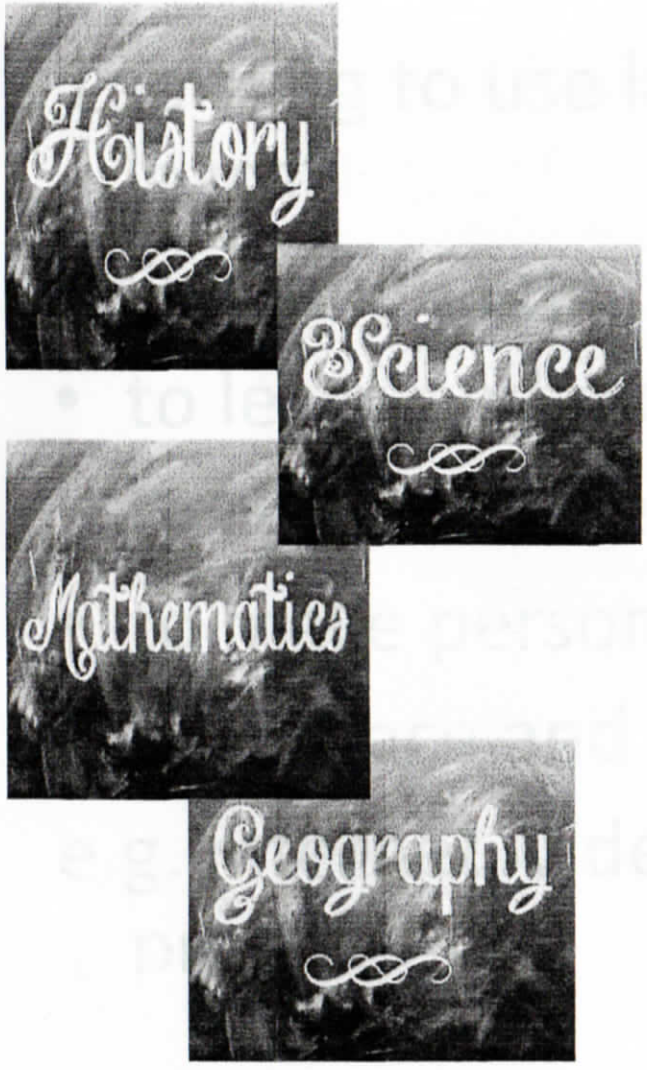
- CLIL extract: (Review & 4 C's)

https://www.youtube.com/watch?v=7QOPHRHJvPc

What are the 4 C's?



Content



Subject knowledge PLUS:

- Learners *creating* own knowledge and *developing* skills
- Language of learning context
- Intercultural awareness

Content-based knowledge is not isolated from linguistic Competences = *subject literacy*

Communication

'Learning to use language and using language to learn'

Using language:

- to learn and mediate ideas and values
- to construct new skills
- to make personal meanings that matter

taking it and then personalize it → to make own personalization

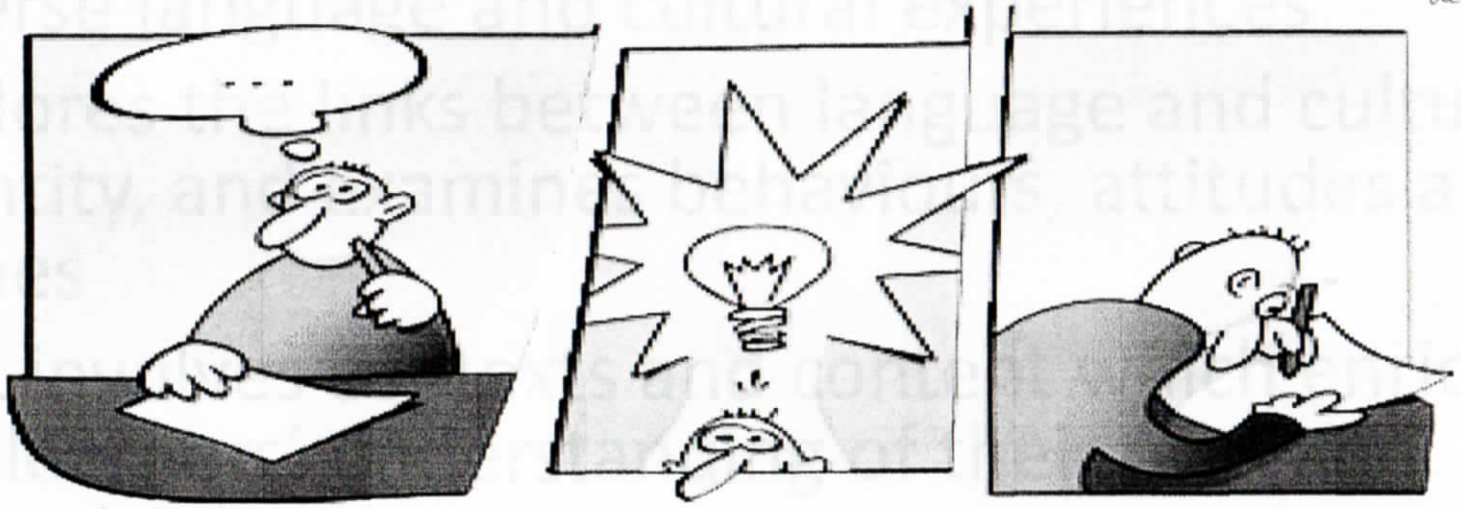
Face-to-face and multi-media literacies

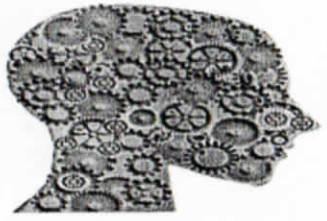
e.g. internet, video-conferencing, international projects

Cognition

Involving

Engaging learners through higher order thinking, problem solving and knowledge processing - to be creative, design sth





Culture - The forgotten C?

CLIL :

- is particularly relevant where learners bring diverse language and cultural experiences
- explores the links between language and cultural identity, and examines behaviours, attitudes and values
- CLIL involves contexts and content which enrich the learners' understanding of their own and others' culture
- Promotes global citizenship

EU support

"[CLIL] can contribute to individual and collective prosperity and can strengthen social cohesion. The method thus presents a practical tool for promoting European citizenship while increasing student and worker mobility"

Council of the European Union press release May 2005

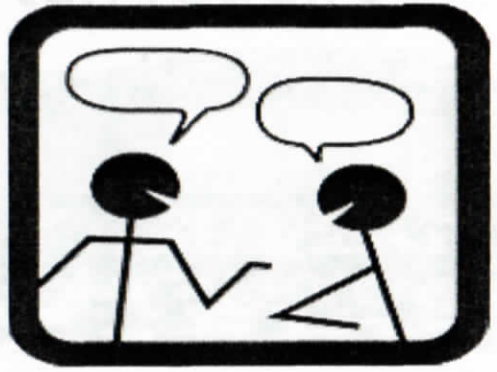
Basic Interpersonal Communicative Skills (BICS)

Relates to everyday language needed to interact socially

Skills include:

- observing and interpreting speakers' non-verbal behaviour (paralinguistic features) neverbální - např. mimika
- Noting and responding to others' reactions - how to respond correctly
- using phrasing, intonation and stress patterns clearly and effectively
- interpreting pictures, objects, and other contextual cues (be able to understand)
- asking for statements to be repeated, and/or clarified.

However – being competent in these is no qualification for academic success.



Cognitive Academic Language Proficiency (CALP)

Refers to ability to do well in academic context.

Characteristics include:

- Absence of visual clues and prompts
- Reduction of face-to-face context
- High degree of abstraction/hypothesis/formality
- Cultural/linguistic knowledge is often required
- High degree of literacy required

Video

- CLIL extract:

  https://www.youtube.com/watch?v=GvWZtiSfuo8

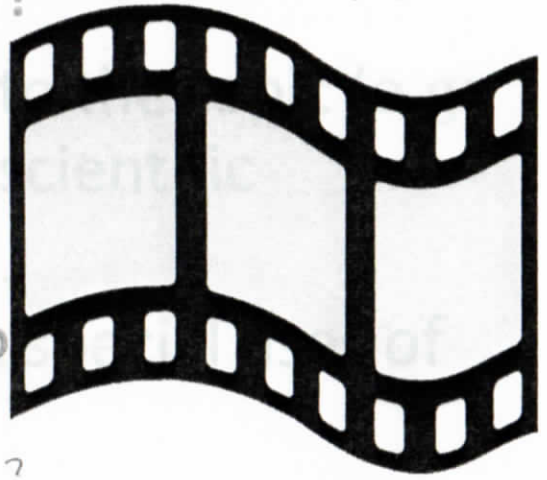
2 types of questions?

What thinking skills do they require?

What is the most difficult &why?

What words are used in LOTs?

And what words in HOTs questions?



Language *of* learning

CALP

I need it to be able to understand the content

zameřená na obsah, ne na gramatiku, třeba že musí jovat složitou

- This is the content-related language
- It helps students understand and express

a) the content of the topic (e.g: elements and compounds)

b) the concepts relevant to the topic (e.g: chemical reactions)

c) the functional use of language relevant to the topic (e.g: objective style, passive and past tenses in scientific experiments)

- Typically it is nouns and adjectives, with special uses of key verbs

Language *for* learning

BICS
functional

- This focuses on the kind of language needed to participate in the tasks and activities
- It involves the language of working in pairs and groups, asking questions, suggesting procedures, asking for help, giving answers, discourse markers (However, In addition, ...)
- These are mainly everyday expressions that are relevant in lots of different situations

How are we going to do this?
We need to start by … ing
It seems to me that …

Could you say that again?
What do you think?
Right, well

Language *through* learning

jazyk (slov. zásoba, gram.) naučená během učebního procesu - bezdíky comes to the service

- Language that emerges as learners are stretched when tackling (doing) the tasks
- It shows and creates new thinking
- New ideas/meanings need new language
- It builds on and creates new connections with what students already know
- Self-corrects show thinking in progress

So a chemical reaction is a kind of <u>*series of events*</u>? (number of things happening)

'<u>*tons of things*</u>' is the same as many, many…

Video

- CLIL extract: (Bloom's Taxonomy)

https://www.youtube.com/watch?v=g1lc-GWtGII

What are the 6 types of thinking skills?

LOTs
1. Remember
2. Understand
3. Apply

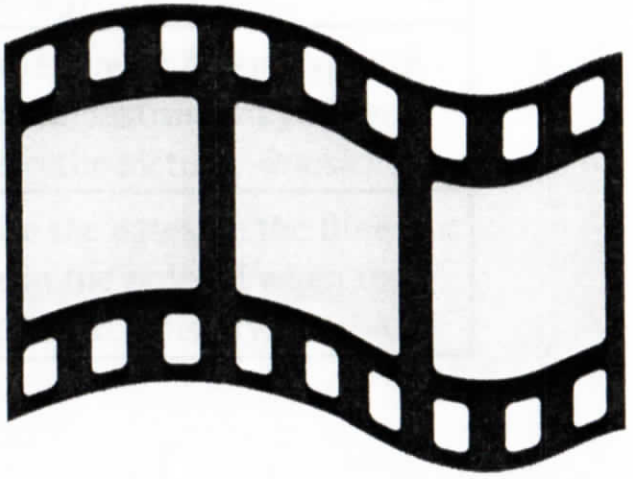
HOTs
4. Analyse
5. Evaluate
6. Design

How are they different?

Low → High
critical thinking - Analyse + Evaluate

How can this help us as teachers?

What is the link between this theory & LOTs & HOTs?



Cognitive Skills

- **What cognitive skills can you think of?**
- **What cognitive skills do learners use in your activities?**

Cognitive skills	*Classroom activities*	*Example activity*
remembering (thinking about things you know)	recall, recite, recognise, relate, spell, tell	Take turns to recite a verse from the poem about autumn. *(literacy)*
identifying (showing a relationship between things)	identify, label, list, locate, match, name	Name three different types of musical instrument you can see in the picture. *(music)*
ordering (putting things in particular places)	order, organise, sequence	Write the dates on the time-line in the order of when they happened. *(history)*

Cognitive Skills

	rank ordering (putting in order of size, importance, success, etc.)	order, put, place	Put the statements in order of importance to describe what makes an ideal farmer. *(geography)*
Understand	**defining** (saying what something or someone is)	define, explain, outline, show, translate	What kind of colours did you use to paint the landscape? *(art)*
Applying	**comparing** and **contrasting** (finding similarities and differences)	compare, contrast, distinguish, investigate the similarities and differences	Find three similarities and differences between your capital city and one in another continent. *(geography)*
	dividing (separating into smaller groups)	divide, separate, share	I'm going to divide the class into teams of six to play volleyball. *(PE)*
Analyse	**classifying** (putting things into groups according to their features)	classify, categorise, decide which group, put into	Classify the rocks into different groups. *(science)*
Evaluate	**predicting** (saying what you think will happen)	predict, think about, guess	Predict what will happen when more water is added to the solution. *(science)*
	hypothesising (suggesting what could happen or have happened without knowing if it is true)	suggest, decide, imagine, suppose	If global electronic systems broke down, suggest what could happen. *(ICT)*
	reasoning (thinking why, what causes and what results in something)	choose, conclude, decide, explain, justify, recommend, solve	Justify the increase in spending on wages last year. *(economics)*
Design	**creative thinking / synthesis** (producing imaginative ideas or thoughts from previous knowledge)	imagine, build, change, compose, create, describe, design, invent, make up, plan, produce, suppose	Invent a new symbol for saving water. *(citizenship)*
Evaluate	**evaluating** (saying if something is good, useful, effective or not)	assess, comment on, give an opinion, judge, rate	Read your partner's report on wind farms and comment on how clearly it was written. *(environment)*

Review of Day Two

1 What are the 4 C's? Which of these is particularly important to the EU?

2 What do CALP & BICS stand for & how do they differ?

3 What are the main differences between LOTS and HOTS?

4 What is Bloom's theory of TAXONOMY and what are its implications for the classroom?

5 Explain what the differences are in relation to the Language of/for/through learning?

6 How can you analyse the level of Taxonomy and whether a question is LOTS or HOTS based?

7. What did you notice about the homework task and how can it help you construct the right kind of questions for the right kind of thinking skills for your students' tasks?