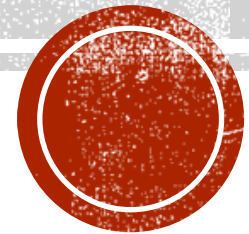
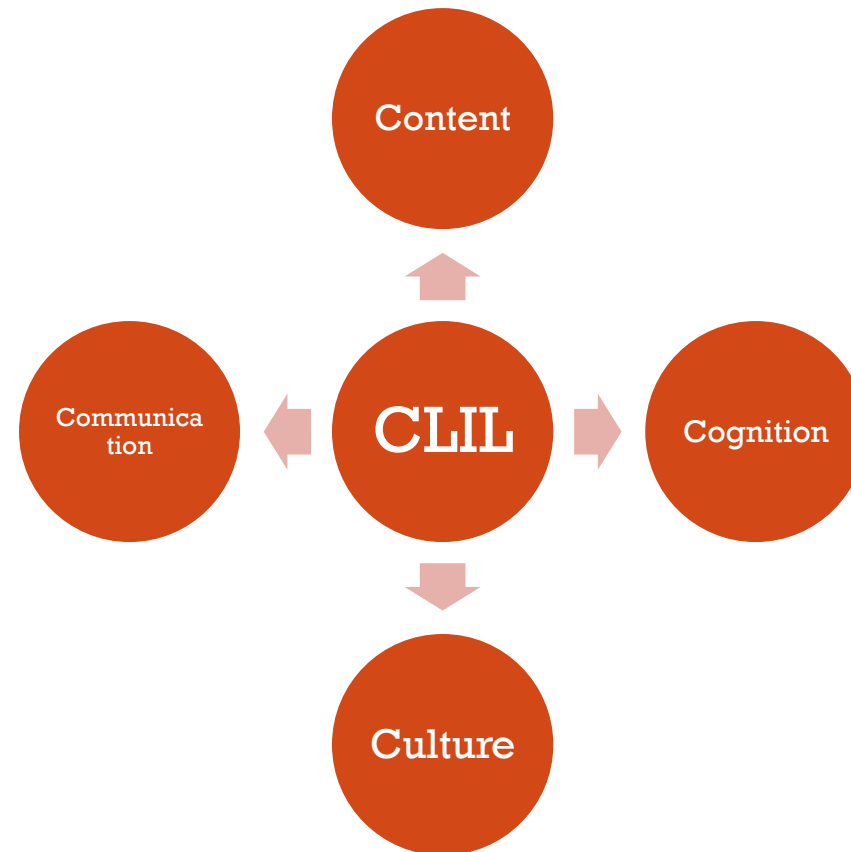


# CLIL METHODOLOGY

THE 4 C's COMMON FRAMEWORK



# THE FOUR C'S





Content and Language Integrated Learning

Do Coyle  
Philip Hood  
David Marsh

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# CLIL METHODOLOGY

- CLIL methodology involves giving a context for language learning. One of the principles that best summarises this methodology is the 4 Cs (Coyle, 2010):
  - Content: it lets getting on the knowledge, skills and understanding of the specific topics of a given curriculum.
  - Communication: using language to learn, while you learn to use a language.
  - Cognition: it develops cognitive skills that link concept formation (concrete and abstract), contents and language.
  - Culture: Letting the exhibition of a variety of perspectives and shared knowledge, that makes you aware of others and oneself.



# FROM THEORY TO PRACTICE

- All 4 of the C's work together and create a design that allows us to teach multiple things at the same time.
  - **Content**/subject matter
  - **Communication**/language
  - **Cognition**/critical thinking
  - **Culture**/citizenship





# GOALS

- This session hopes to be an approach to practical work, because teaching subject skills is as important as reaching their contents.
- This will include:
  - How to start topics to engage students with the content.
  - Create and adapt materials based on the 4Cs framework.
  - Encouraging the productive language skills.







# FIRST C IS FOR CONTENT

- Activating prior knowledge
  - Useful for connecting what they learn with what they already know
- Examples
  - K-W-L chart.
  - Driving questions
  - Call my bluff/ Two truths one lie



# KWL CHART

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

- KWL stands for: what you **KNOW**, what you **WANT** to know and what you have **LEARNED**



# DRIVING QUESTIONS EFFECTIVE QUESTIONING

EFFECTIVE QUESTIONS ARE those that:

- interest, challenge or engage
- assess prior knowledge and understanding
- mobilise existing understanding to create new understanding
- focus thinking on key concepts
- extend and deepen learners' thinking
- promote learners' thinking about the way they learn

IMPORTANT WHEN PLANNING EFFECTIVE QUESTIONS

- planned and related to the lesson learning intentions
- mainly open
- accompanied by wait time (when done in class)
- carefully graded in difficulty
- where the teacher encourages learners to explain and justify answers
- where both correct and incorrect answers are followed up
- asked by students too





## CALL MY BLUFF

- This is a simple and effective way to begin to work with new or key vocabulary.
- Give three possible definitions for a concept, students have to choose the one they think is correct.
- Apps like kahoot and plickers are useful for these activities.
  - <https://www.plickers.com/seteditor/5d0a73fe1b48c100046b8a66>



**SECOND C IS FOR COMMUNICATION**



- Language of
- Language for
- Language through





# LANGUAGE OF LEARNING

- Language of learning is the specific subject language.
- It's linked to an analysis of content, thematic, syllabus demands, grammar, vocabulary, structures, functions...
- When presenting a new concept:



## A good CLIL lesson / unit of work

- ... starts with a question - giving something for students to explore
- ... highlights the Key Concept Vocabulary the main words which students need to learn in order to understand the concept of the lesson
- ... presents the Key Secondary Vocabulary using words and images so that students can see examples. These words illustrate the concept being taught.
- ...uses simple, repetitive structures to describe the key concepts (----were rich / -----were poor / -----gave land to / ----were given land)
- ... builds on background knowledge - checking to see what students can remember.
- ..... asks higher level thinking questions - engaging curiosity and getting your students to compare, contrast, measure and hypothesize
- ....uses pictures, images, graphs, graphics and illustrations to reinforce the language at all times



# LANGUAGE FOR LEARNING

- It is also known as academic language (orders, instructions...)
- It builds up learner range linked to meta-cognitive skills and talk for learning in context real for the learners.
- Organising and running a class in English provides an ideal opportunity to exploit the language that occurs naturally in this context.
- For some students, your lessons in English may be their only contact with this language, so it is important to maximise exposure by using the L2 (English) in class as much as possible, and the most natural and authentic use of the L2 is through classroom management.
- The language used to give instructions, establish routines and manage student behaviour is repetitive and will eventually “sink in” through this continual exposure to the same expressions.





# LANGUAGE THROUGH LEARNING

- New language will emerge **through** learning. Not all the CLIL language needed can be planned for.
- As new knowledge, skills and understanding develop, so will new language.
- As language is linked to cognitive processing, it is important to make use of opportunities (both spontaneous and planned) to advance learning.
- Language progression can be defined as the systematic development of emerging language from specific contexts, supported by structured grammatical awareness, using known language in new ways, accessing unknown language and so on.
- Students need language to express a new idea which they have constructed and which is not in their resources – this might involve dictionary work and teacher support.

## ORAL PRESENTATIONS

### GOTHIC ART

Language of: vocabulary such as flying buttress, stained glass, rose window; structures such as: The Church was responsible for, people were afraid of...

Language for: instructions such as next slide, please; switch on/off the projector. Routines such as whenever you are ready, thanks for your attention.

Language through: identifying gothic characteristics in specific examples as you can see here the sculpture is inexpressive since she is not smiling or crying...



# THIRD C IS FOR COGNITION



- COGNITION IS THE PROCESS BY WHICH THE INPUT - CONTENT- IS TRANSFORMED, REDUCED, ELABORATED, RECOVERED AND USED.
- Learners need considerable support to develop their thinking skills in the target language.
- They need to communicate not only the everyday functional language used along the classes, but they also need to communicate the cognitive, academic language of school subjects.
- In order to do so, we must present students with challenging activities and opportunities to verbalize learning strategies.
- Both speaking and writing are emphasized as students "learn to use language and use language to learn". The aim is for students to construct their own understandings and be challenged.





# THIRD C IS FOR COGNITION

## DEVELOPING THINKING SKILLS

- Cognition refers to the critical thinking skills that students use to engage with and understand course content, to solve problems, and to reflect on their learning.
- Teachers need to ask questions which encourage Lower Order Thinking Skills (LOTS): the what, when, where and which questions.
- They also need to ask questions to promote Higher Order Thinking Skills (HOTS): the why and how questions, which require the use of more complex language.

## COGNITION EXAMPLES OF ACTIVITIES

- Identifying
- Locating
- Classifying
- Using Graphic Organizers and teach students how to use them
- Completing definitions
- Reading a text and answering the questions.
- Analysing / contrasting/ evaluating different opinions
- Writing a report about
- Carrying out a research



# THIRD C IS FOR COGNITION

- A very good example of cognition refers to evaluating different points of view.
- In this activity three fourth grade students are training HOTS by acknowledging different perspectives of the same historical event: the Congress of Vienna.
- It is also an example of a cross curricular activity, since we cooperate with the French and German departments.
- <https://www.instagram.com/p/BrlcMF9iFqW/?igshid=1ocpzatum30i1>





# FOURTH C IS FOR CULTURE

- When we think of culture, we have to think about it in a variety of ways.
- Culture is about history, traditions, holidays, music, food, language, religion, beliefs, art and so on. It is also **community and citizenship**.
- Decide which section or sections of the unit would work well with or that could be taught through a cultural activity. Sometimes cultural contents are embedded in the unit, but other times you have to make the links.
- Another example could be a project carried out throughout the year.



# HISTORICAL CHARACTERS ON INSTAGRAM

- The aim of the activity is for the students to:
  - Make a good use of ICT; use and process information critically; seek, obtain and work with new information.
  - Understand concepts of change and continuity, cause and consequence, importance and perspective.
  - Being able to adapt their range to different contexts.
  - **Acknowledge the role of individuals in history promoting values such as diversity, equality and cohesion.**





# CITIZENSHIP THROUGH GENDER EQUALITY

- [https://www.instagram.com/charles\\_lindbergh/](https://www.instagram.com/charles_lindbergh/)



- [https://www.instagram.com/ameliae\\_arhart\\_ /](https://www.instagram.com/ameliae_arhart_/)



# CITIZENSHIP THROUGH DIVERSITY

- [https://www.instagram.com/angela\\_davis/](https://www.instagram.com/angela_davis/)



- [https://www.instagram.com/theprince\\_malcolm\\_x/](https://www.instagram.com/theprince_malcolm_x/)





# EVALUATION AND ASSESSMENT

- Formative assessment can be carried out through different tools.
- Continuing with the previous example, the Instagram activity is assessed with this rubric.
  - <https://drive.google.com/file/d/1tayRDteEonP5WEOmTXPefXkejQ4qJwEo/view?usp=sharing>
- Feedback is another important aspect in formative assessment.
  - Marking in the formative assessment means giving feedback which should include the following:
    - ▶ Show success
    - ▶ Indicate the improvement done
    - ▶ Give an improvement suggestion
      - recall the objectives
      - give examples
      - provide a correct model to follow or ask a strong student to work with them



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