



# Diversity in the CLIL classroom

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16 Nov. 2020



<https://adibeproject.com/>



universität  
wien



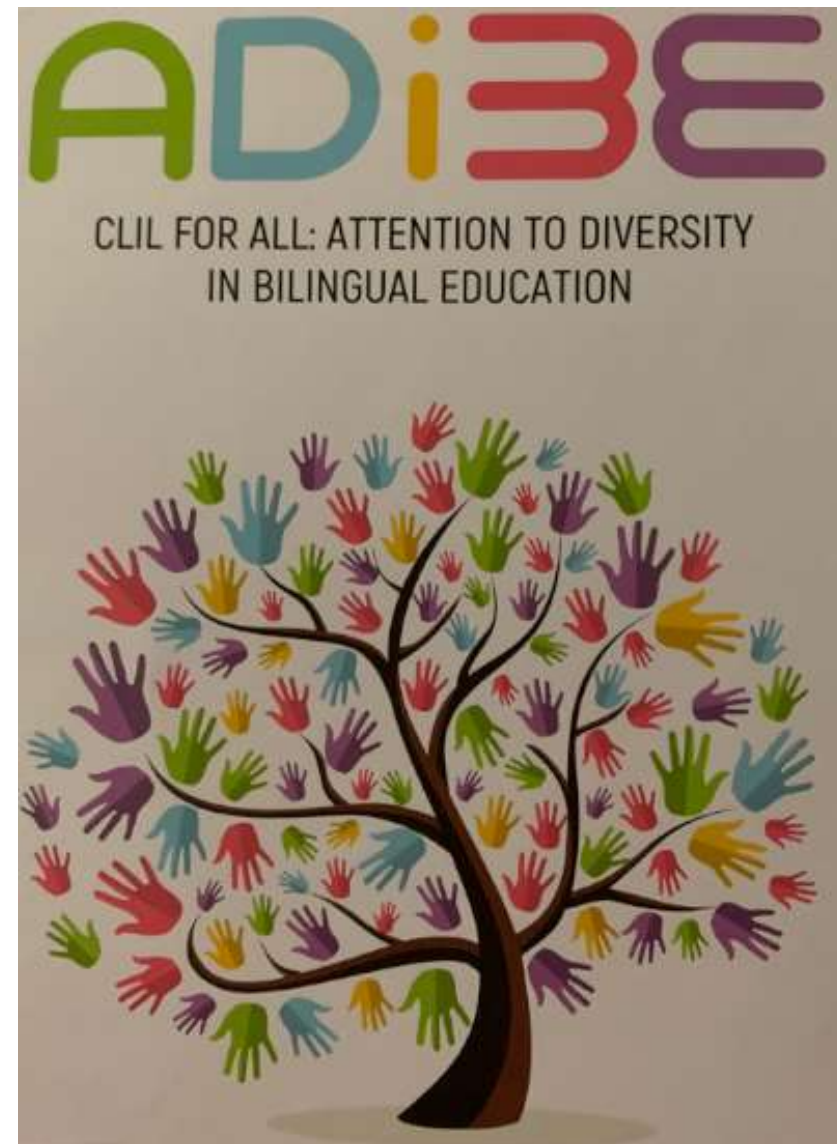
# Overview

- ADiBE: attention to diversity in bilingual education
- Defining diversity
- Results of study (HTL)
  - Teacher & student questionnaires
  - Teacher interviews
  - Student focus groups
- Some implications for teaching



# Participants

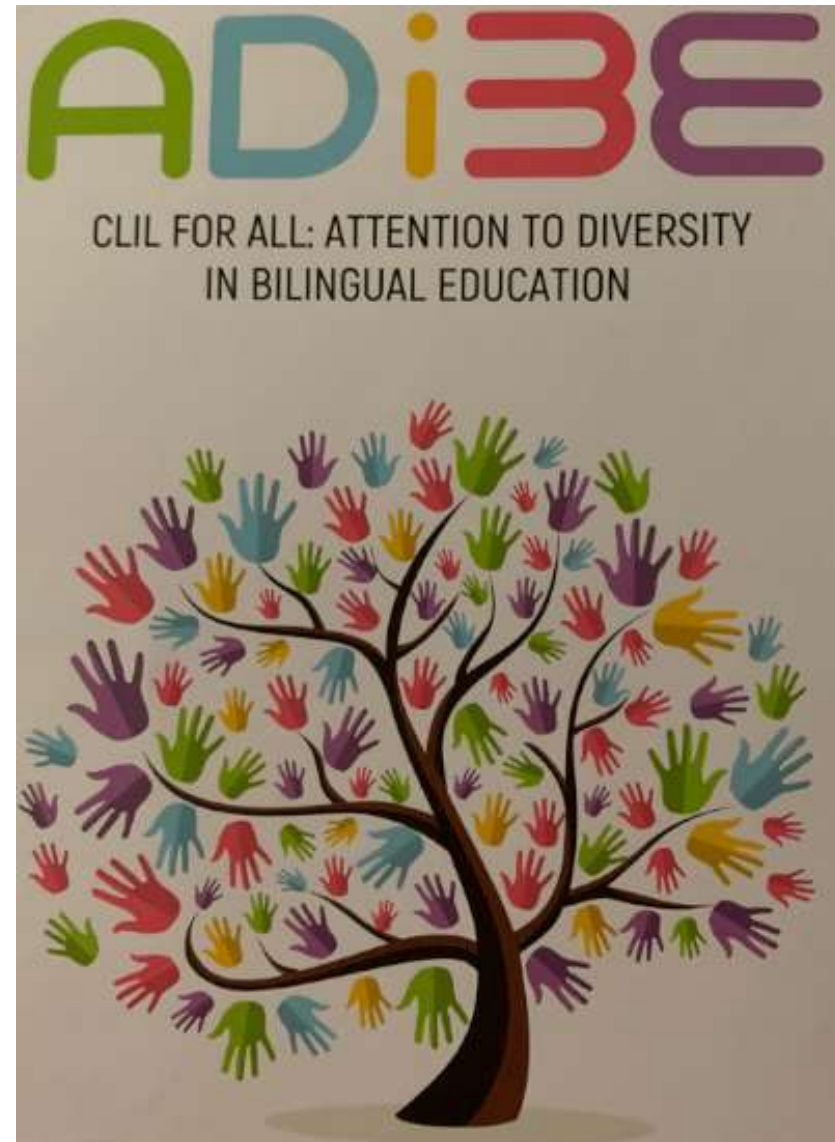
- Jaén (E)
- Edinburgh (UK)
- Calabria (I)
- Jyväskylä (F)
- Vienna (A)
- Münster (D)





## Aims

- CLIL for all: the challenges of diversity
- OERs
  - Lesson plans
  - ADiBE principles
- Teacher training module
- Video guides





## Diversity in CLIL

- Linguistic aspects
- Methodology
- Materials and resources
- Assessment
- Teamwork & in-service training



## Diversity in CLIL: linguistic aspects

- Challenges due to different levels of ability and cognition (content vs. language)
- Scaffolding language (linguistic support)
- Scaffolding content (learning strategies)
- Use of L1 (or not?)
- Communication skills
- Specialized & academic language



## Diversity in CLIL: methodology

- Student-centred vs. teacher-led teaching
- Broad repertoire of methods
- Cooperative learning principles
- Multiple intelligences
- Task/project-based work
- Mixed ability groups
- Individual feedback
- Classroom layouts



## Diversity in CLIL: materials/resources

- Materials available which cater for diversity
- Materials adapted to cater for diversity
- Materials created to cater for diversity
- Use of ICT
- Multi-modal input



## Diversity in CLIL: assessment

- Formative vs. summative assessment
- Different grading criteria
- Personalized feedback
- Self-assessment
- Different versions of homework
- Extra linguistic support in tests/exams
- Different versions of same text/exam



## Diversity in CLIL: in-service dvlpt

- Team work (language/content teachers)
- Use of language assistants
- Need for in-service training in:
  - Linguistic scaffolding
  - Student-centred methodologies
  - Managing mixed ability
  - Designing and adapting materials
  - Team work
  - Assessment



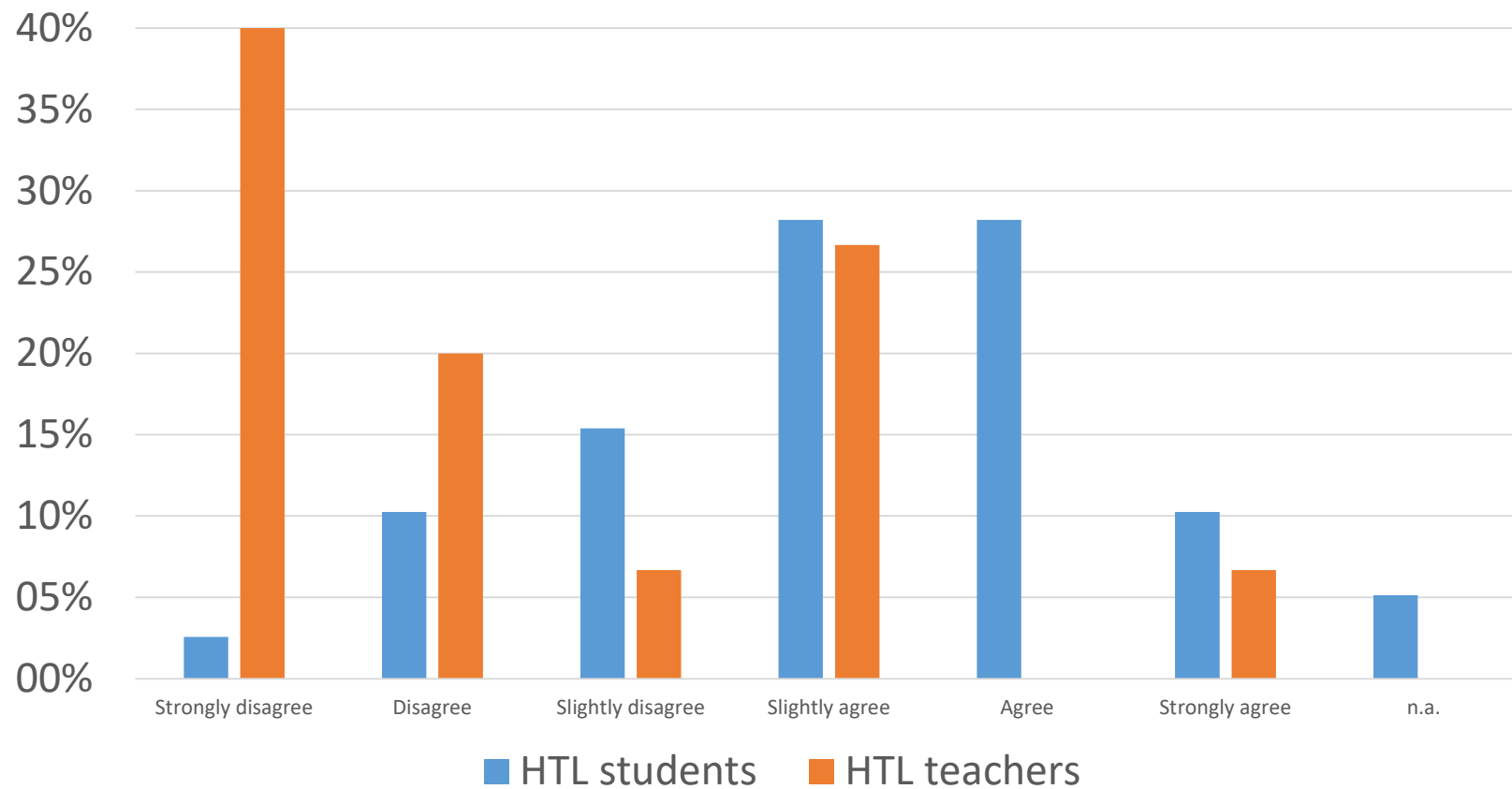
## Austrian arm of the survey (HTL)

Grade	Av. age	Questionnaires	Focus group
3A	16.4	24	6
3B	16.5	15	6

M / F / Other in %	Age range (av.)	Questionnaires	Interviews
66.7 / 20.0 / 13.3	31-60 (50.3)	E: 3 + NS teacher	-
		Content: 11	2

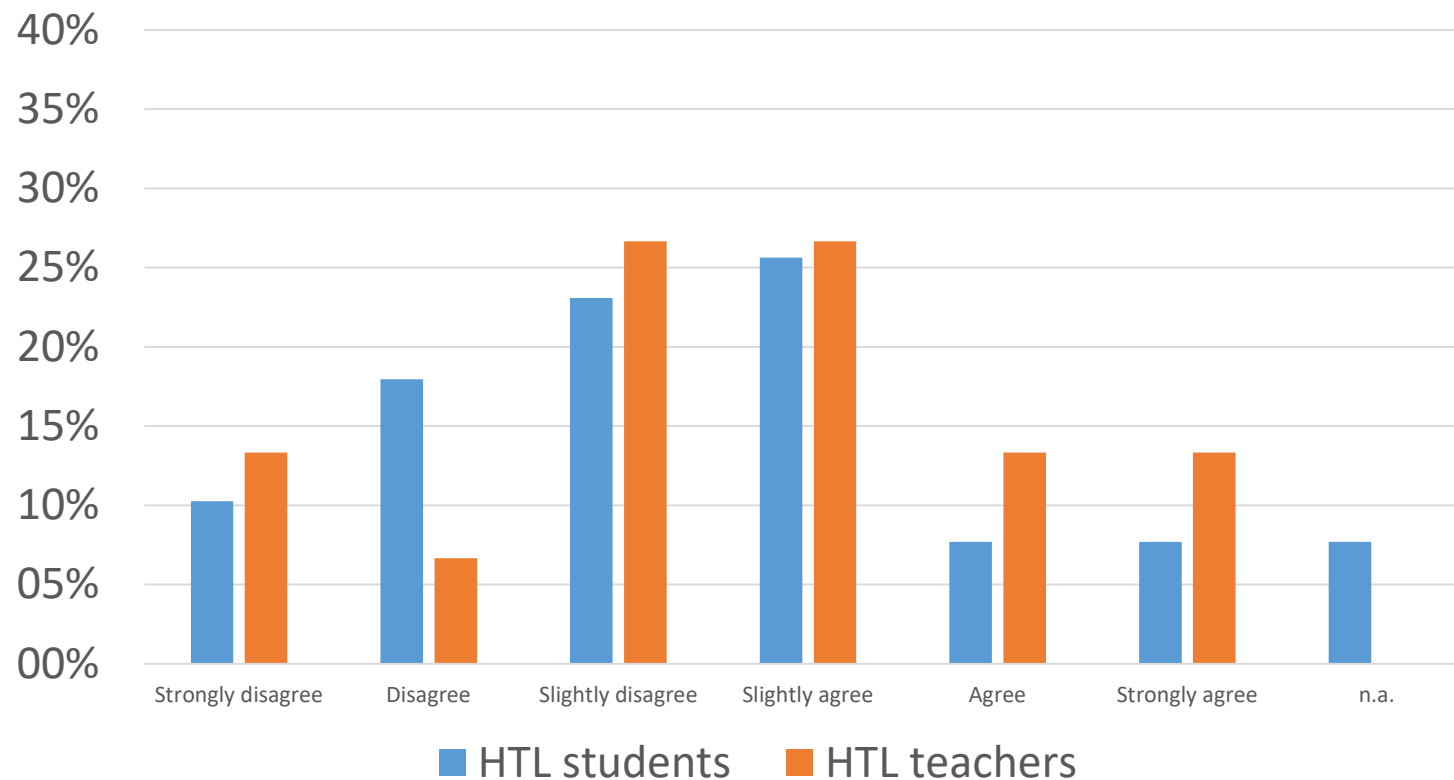


## Linguistic support (difficult concepts)



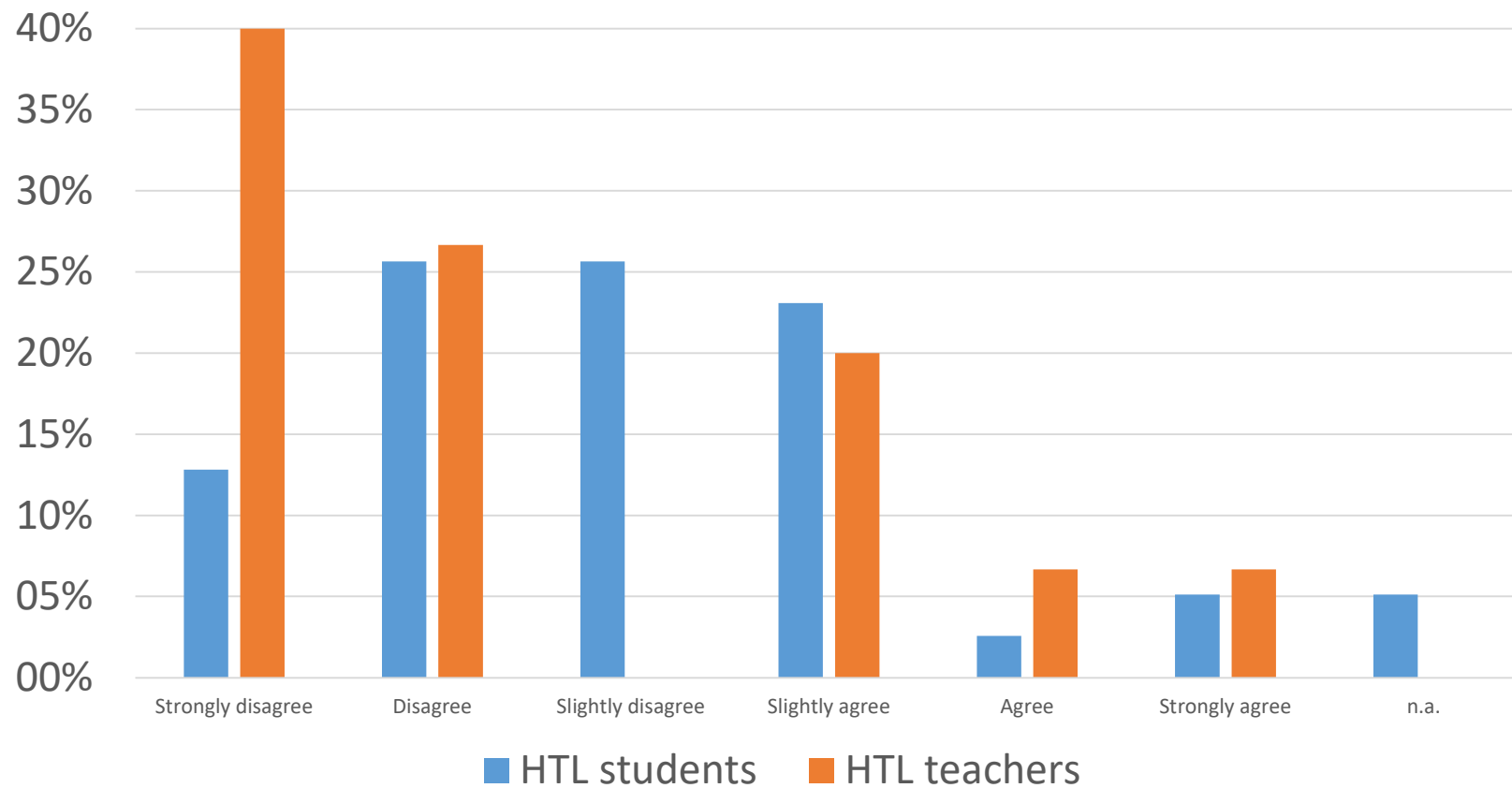


# Support in German



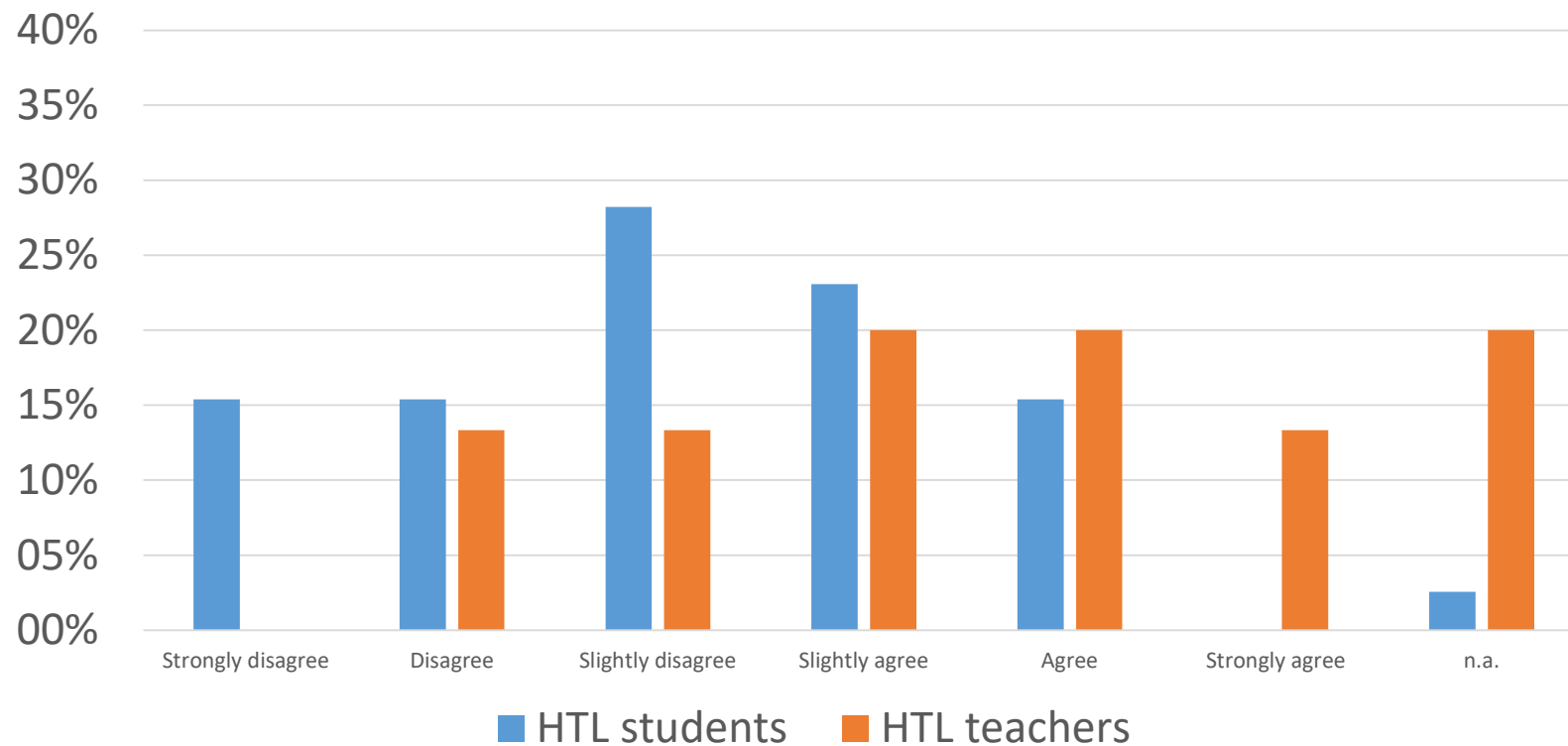


## Content support (strategies)



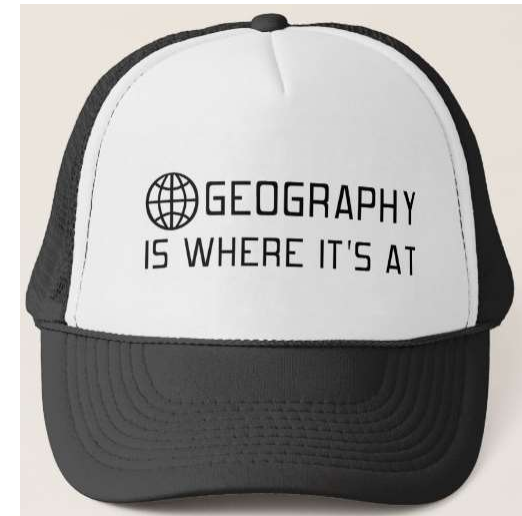
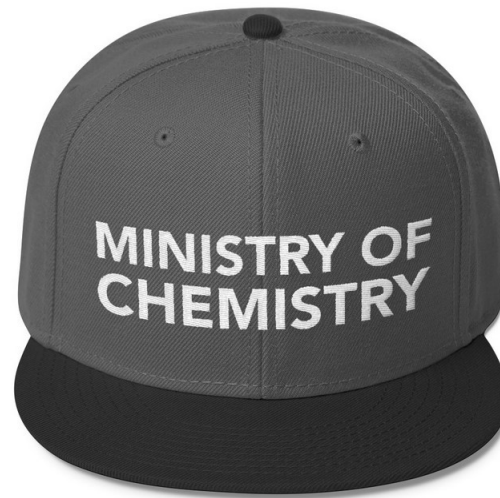


# Methodological support (range)





# Which hat do you wear for CLIL?





# Put on your CLIL hats!



Which you'll probably need to design yourselves (with others) to fit your situation.



## Linguistic support (E)

- My CLIL teachers provide us with linguistic support to help us understand difficult aspects in the class.



# Linguistic support

- Grammatical constructions
  - Passives
  - Nominalizations
- Condensed messages



# Linguistic support

- Figurative language
  - Use of concrete and common ideas to describe abstract concepts and relationships

*grasp the concept, shed light on a subject, be on the right track, boils down to, to sidestep the issue*
  - Metaphors, clichés, analogies, idioms



# Linguistic support

- Synonyms

*The likelihood of an earthquake in that region is high. The chances of seismic activity have increased each year since 1950.*

likelihood = chances

earthquake = seismic activity



# Linguistic support

- Spoken vs. written language

Read the following two texts on maths.  
What differences are there?



Like, to divide em, you turn the second one over and times it by the first one. But ya gotta see if any numbers fit into the top and bottom to cross em out and get em smaller so you don't get big numbers at the end. At the end you see if you can make the top and bottom as small as possible.

In order to divide the two fractions, take the reciprocal of the second one and multiply it by the first. Before multiplying, though, see if any numerators and denominators have common factors that cancel out. For example, if a nine is above and three below, divide by three and you end up with three on top and one below. Multiply the numerators across the top and the denominators across the bottom. See if the answer can be further reduced.



## BICS vs CALP

- **Basic Interpersonal Communication Skills (BICS)**
  - used to build relationships
  - typically face to face, in the here and now
  - accompanied by extralinguistic cues (gestures, facial expressions, real objects, specific time-place)



## BICS vs CALP

- **Cognitive Academic Language Proficiency (CALP)**
  - used to relate factual information / describe concepts and ideas
  - complex, abstract
  - few (or no) extralinguistic cues

(Cummins 1991)



## Go back to the maths text

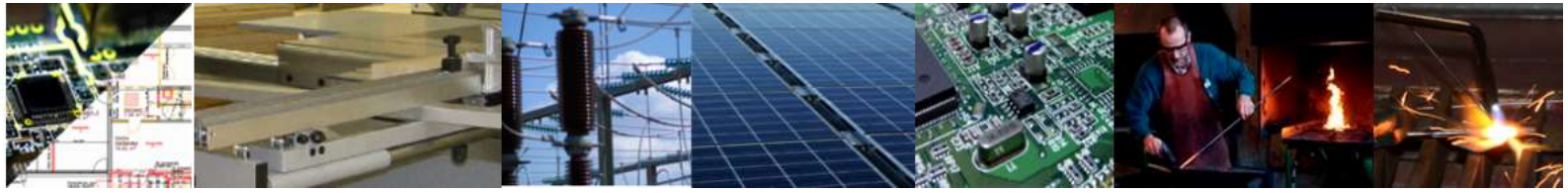
- Select what you consider to be **specialist maths terms**.
- Select **other terms** that make text 2 'better' but which are not typical 'maths'.



Like, to **divide** em, you turn the second one over and **times** it by the first one. But ya gotta **see if** any **numbers** fit into the top and bottom to cross em out and get em smaller **so** you don't get **big numbers** at the end. **At the end** you see if you can make the top and bottom as small as possible.

- **Red** = specialist maths terms
- **Blue** = other terms which "organize" the text.

In order to **divide** the two **fractions**, **take** the **reciprocal** of the second one and **multiply** it by the first. **Before multiplying, though, see if** any **numerators** and **denominators** have common **factors** that **cancel out**. **For example**, if a nine is above and three below, **divide** by three and you end up with three on top and one below. **Multiply** the **numerators** across the top and the **denominators** across the bottom. **See if** the answer **can be** further **reduced**.



# Academic language

- Talking/writing about context-independent matter
  - Synergies between all subject areas
- Used to describe
  - Complex ideas
  - Abstract concepts
  - Non-visible processes
- Linked to higher-order thinking (cognition)



# Linguistic support

- Different categories of vocabulary
  - Grammatical words
  - High frequency words
  - Academic vocabulary
  - Specialized vocabulary
  - Other words (i.e. proper nouns)

in the by to the of the in on and It was  
the to the of however which of the the  
was and to The of  
of in the and a were and  
in The with the of the in this  
down the were of In the  
up to the a  
although for  
up was to the *The*  
The of was however The  
of many that in the did a  
many  
of this

in the half of the systems  
began to in ,  
by , led to new being used on roads and,  
largely to the work of , the of the . It was  
the of power, however, which played the most .  
was used to of : ,  
and . The (i.e. a  
of and a way) were  
in the early , with the opening of the and  
line in 1825. The family were in this  
development, down the of . In the  
leading up to the world war, a system became  
.  
powered , although only for ,  
opened up . great The  
Great (1837) was to the .  
The use of was less however. The  
of many roads meant that in the new  
many . did become a  
product of this time.

the second half of the eighteenth systems  
in began to in ,  
notably by , led to new surfaces being used on roads and,  
largely to the work of , the of the . It was  
the application of power, however, which played the most .

was used to drive three of : ,  
ships and . The first two travel. (i.e. a  
of -driven and a way) were first  
in the early nineteenth , with the opening of the and  
line in 1825. The family were in this  
development, laying down the of . In the  
leading up to the second world war, a system became  
throughout .

powered ships, although employed only for short distances,  
opened up travel. first great The  
*Great Western* (1837) was to cross the .

The use of -driven was less successful however. The  
of many roads meant that in the new  
many . , did become a  
distinguished product of this time.

During the second half of the eighteenth century systems in began to improve in , notably by , led to new surfaces being used on roads and, thanks largely to the work of , the of the canal . It was the application of steam power, however, which played the most .

Steam was used to drive three of : railway , ships and engines. The first two travel. Railways (i.e. a combination of steam-driven engines and a permanent way) were first in the early nineteenth century, with the opening of the and line in 1825. The family were in this development, laying down the essential of steam . In the leading up to the second world war, a railway system became throughout .

Steam powered ships, although employed only for short distances, opened up travel. first great The Great Western (1837) was to cross the .

The use of steam-driven engines was less successful however. The of many roads meant that in practice the new many , engines did become a distinguished product of this time.

**TRANSPORT:-** During the second half of the eighteenth century transport systems in began to improve . Innovations in construction techniques, notably by , led to new surfaces being used on roads and, thanks largely to the work of , the expansion of the canal network. It was the application of steam power, however, which played the most significant role.

Steam was used to drive three major categories of vehicles: railway , ships and engines. The first two revolutionised travel. Railways (i.e. a combination of steam-driven engines and a permanent way) were first established in the early nineteenth century, with the opening of the and line in 1825. The family were in this development, laying down the essential principles of steam . In the subsequent decades leading up to the second world war, a railway system became established throughout .

Steam powered ships, although initially employed only for short distances, eventually opened up travel. first great *The Great Western* (1837) was specifically designed to cross the .

The use of steam-driven engines was less successful however. The of many roads meant that in practice the new technology encountered many . Nevertheless, engines did become a distinguished product of this time.

**TRANSPORT:-** During the second half of the eighteenth century transport systems in Britain began to improve markedly. Innovations in construction techniques, notably by J.L. McAdam, led to new surfaces being used on roads and, thanks largely to the work of Thomas Telford, the expansion of the canal network. It was the application of steam power, however, which played the most significant role.

Steam was used to drive three major categories of vehicles: railway locomotives, ships and traction engines. The first two revolutionised travel. Railways (i.e. a combination of steam-driven engines and a permanent metalled way) were first established in the early nineteenth century, with the opening of the Liverpool and Manchester line in 1825. The Stephenson family were prominent in this development, laying down the essential principles of steam locomotives. In the subsequent decades leading up to the second world war, a railway system became established throughout Britain.

Steam powered ships, although initially employed only for short distances, eventually opened up intercontinental travel. Brunel's first great steamship *The Great Western* (1837) was specifically designed to cross the Atlantic.

The use of steam-driven traction engines was less successful however. The unsuitability of many roads meant that in practice the new technology encountered many obstacles. Nevertheless, traction engines did become a distinguished product of this time.





	<u>Families</u>	<u>Types</u>	<u>Tokens</u>	<u>Percent</u>
<b>K1 Words (1-1000):</b>	70	80	<b>145</b>	<b>67.44%</b>
Function:	...	...	(78)	(36.28%)
Content:	...	...	(67)	(31.16%)
> Anglo-Sax	...	...	(31)	(14.42%)
<b>K2 Words (1001-2000):</b>	12	13	<b>23</b>	<b>10.70%</b>
> Anglo-Sax	...	...	(8)	(3.72%)
1k+2k			...	(78.14%)
<b>AWL Words:</b>	23	23	<b>25</b>	<b>11.63%</b>
> Anglo-Sax	...	...	(1)	(0.47%)
<b>Off-List Words:</b>	<u>?</u>	<u>18</u>	<u>22</u>	<u>10.23%</u>
	105+?	134	215	100%

**Current profile**

%	Cumul.
<b>67.44</b>	67.44
<b>10.70</b>	78.14
<b>11.63</b>	89.77
<b>10.23</b>	100.00



“Learning to use language –  
using language to learn”



# What does it mean to know a word?



# Aardvark?



# Aardvark?



[https://commons.wikimedia.org/wiki/File:20180703\\_kiwi-sonya9\\_959\\_DxO.jpg](https://commons.wikimedia.org/wiki/File:20180703_kiwi-sonya9_959_DxO.jpg)

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# Aardvark!

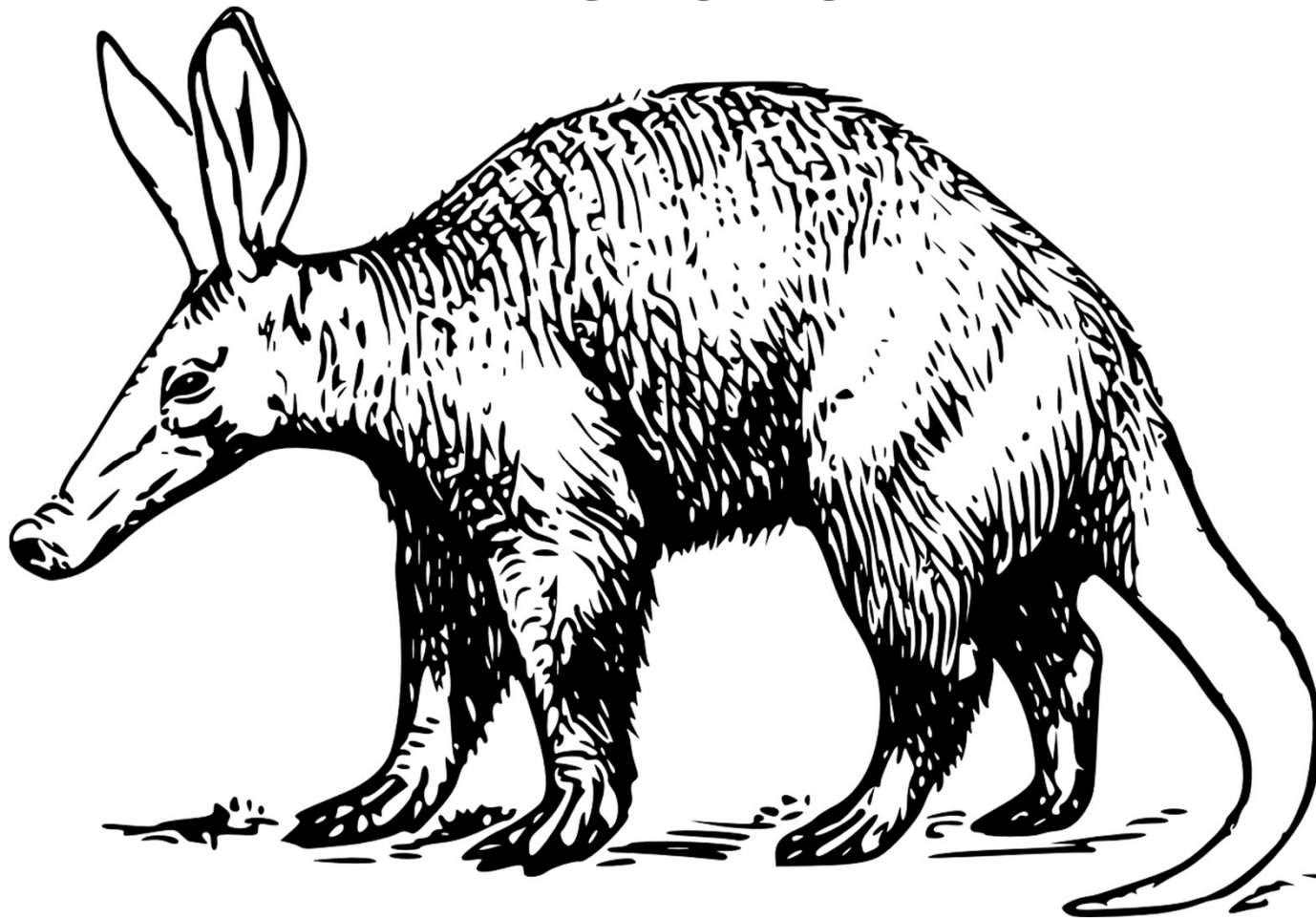


Image by [Cler-Free-Vector-Images](#) from [Pixabay](#)



Meaning	Form and meaning Concept and referents Associations	Is the word a loan word in the L1? Is there an L1 word with roughly the same meaning? Does the word fit into the same sets as an L1 word of similar meaning?
Form	Spoken form Written form Word parts	Can the learners repeat the word accurately if they hear it? Can the learners write the word correctly if they hear it? Can the learners identify known affixes in the word?
Use	Grammatical functions Collocation Constraints on use	Does the word fit into predictable grammar patterns? Does the word have the same collocations as an L1 word of similar meaning? Does the word have the same restrictions on its use as an L1 word of similar meaning?



# What does it mean to learn a word?



# Learning vocabulary

- Noticing
- Selecting
- Recording
- Learning
- Using
- Remembering



# What does it mean to teach a word?



# Teaching vocabulary

- Content of lesson completely new or just new in English?
  - Multimodal input (scaffolding)
  - Contingent teaching (on-the-spot)
  - Built-in teaching (planned exercises)
- Exploiting “linguistic” and “neurological” characteristics
- Use of technology and other existing resources
- Importance of multiword units
- Personalization



# Estimating comprehensibility

- Amount of lesson input and visual support?
  - Multimodality
- Pre-knowledge (new topic or revision activity)?
- Complex grammatical structures & vocabulary?
- Input organization (text types)
- Integrating texts (reading/listening) into teaching
- Measuring readability
  - <http://www.readabilityformulas.com/>



# Estimating comprehensibility

- **Readability Consensus**
- Based on (7) readability formulas, we have scored your text:
- - Grade Level:** 10
- **Reading Level:** difficult to read.
- **Reader's Age:** 14-15 yrs. old (Ninth to Tenth graders)



# What research says about CLIL

- Better metalinguistic awareness
- Better at reading and listening in their own language
- More motivated (different teaching styles)
- A C-grade student remains a C-grade student – but has better English!
- Innovation often ahead of provision



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