The 4 dimensions of content (in education)

Phil Ball, April 3, 2025, Linz

1. The new framework(?)

2. CLIL's role (or similar approaches)?

3. The 4 dimensions of content

Proficiency 'can do' perspective → Deficiency perspective ✗

Students as 'social agents' (now) → School as 'preparation' for eventual citizenship ✗

Reception, Production, Mediation, Interaction → Speaking, Listening, Reading, Writing ✗ ← About what? And why?

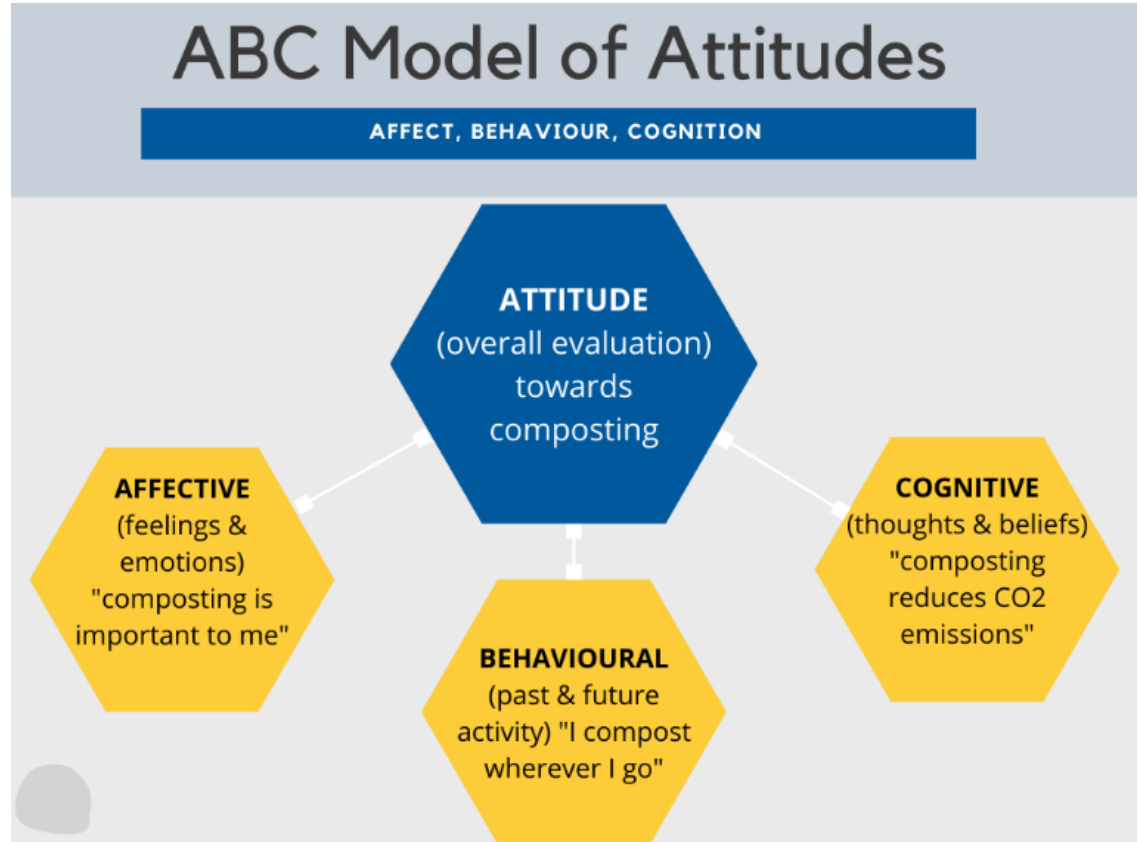In 2025, education (and the curriculum) is more 'attitudinal'.
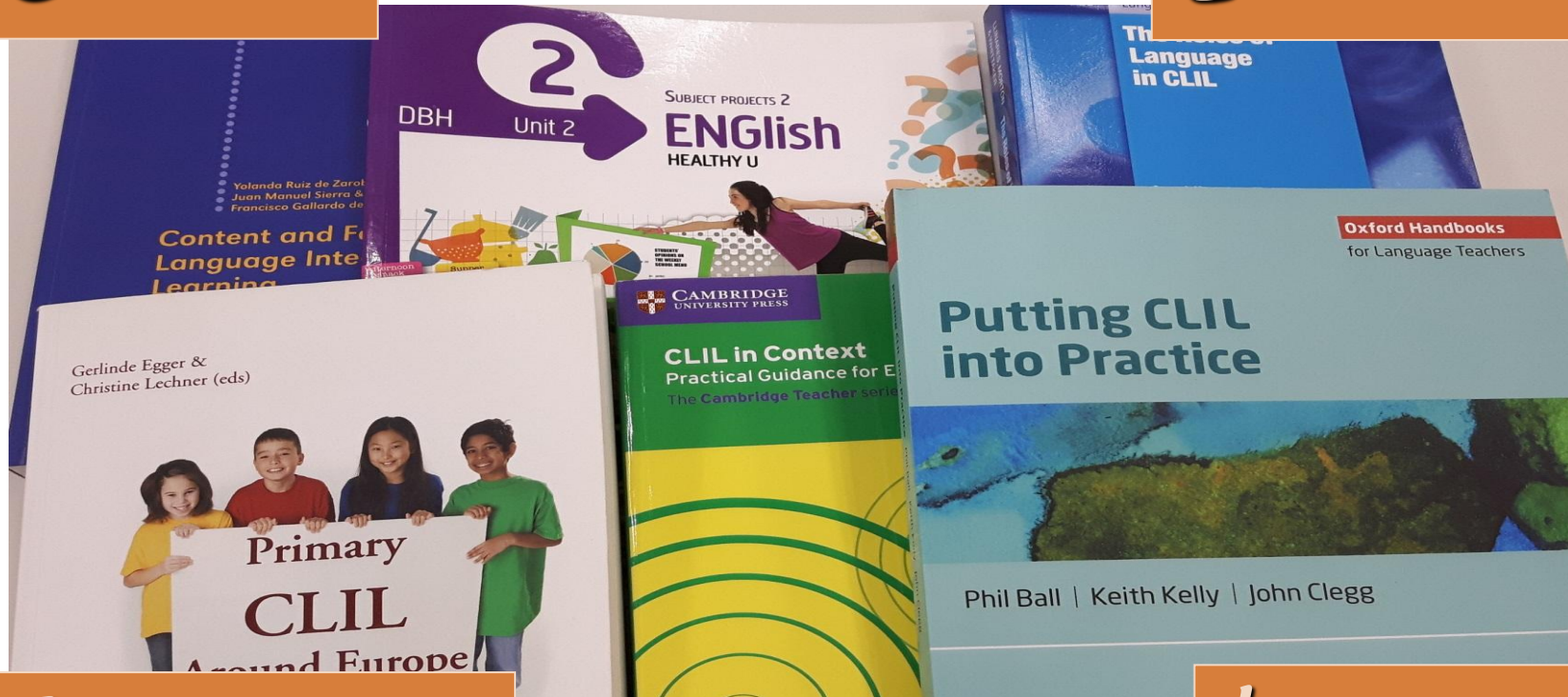
Does attitude matter? 🤔

Probably……yes.

And we can (should?) assess attitude

ABC Model of Attitudes

AFFECT, BEHAVIOUR, COGNITION

ATTITUDE
(overall evaluation)
towards
composting

AFFECTIVE
(feelings &
emotions)
"composting is
important to me"

BEHAVIOURAL
(past & future
activity) "I compost
wherever I go"

COGNITIVE
(thoughts & beliefs)
"composting
reduces CO2
emissions"

CLIL

Content

Language

Integrated

Learning

Content and Foreign Language Integrated Learning
Yolanda Ruiz de Zarobe, Juan Manuel Sierra & Francisco Gallardo de...

DBH 2 Unit 2 — Subject projects 2 ENGlish HEALTHY U

The Roles of Language in CLIL

Putting CLIL into Practice
Oxford Handbooks for Language Teachers
Phil Ball | Keith Kelly | John Clegg

Primary CLIL Around Europe
Gerlinde Egger & Christine Lechner (eds)

CAMBRIDGE UNIVERSITY PRESS
CLIL in Context
Practical Guidance for E...
The Cambridge Teacher serie...

Content

What do we mean by 'content'?

CLIL?

CONTENT | COMMUNICATION

3 Dimensions

CONTENT +
LANGUAGE +
PROCEDURE

CLIL in three dimensions

Concepts   Language   Procedures

DESCRIPTION OF PLANETS

PLANETARY DICTATION

RUNNING DICTATION

jupiter

The fifth planet from the Sun, it is eleven times bigger than the Earth. The year on this planet is a little less than 12 years on Earth, and the day is shorter than on Earth, about 10 hours. It is more powerful than the rest of the planets because it emits more power than it absorbs from the Sun. It is named after the Roman king of the gods.

saturn

It is nine times bigger than the Earth. Its year is almost 30 Earth years. The day is about 10 hours and it is the sixth planet from the Sun. It is the least dense planet of the solar system, almost completely composed of gas. It is named after the father of Jupiter in Roman mythology.
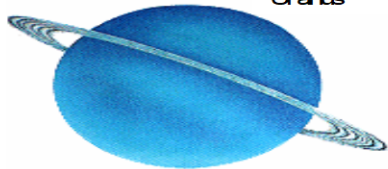
Uranus

The seventh planet from the Sun. It is four times larger than the Earth.. The year on this planet is about 84 Earth years and the day 18 hours. It is made up of gases, rock and ice. It is named after the mythological Greek god of the heavens.
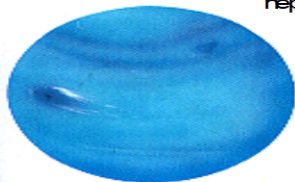
neptune

It is usually the eighth planet from the Sun although sometimes its orbital path crosses with that of Pluto , so sometimes it is the ninth. It is four times bigger than the Earth. Its year is about 165 years and its day is longer than on Earth, about 19 days. It is the windiest planet in the solar system. It is named after the Roman god of the sea.
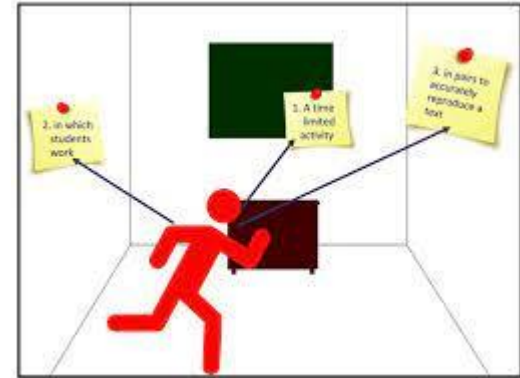
Conceptual content to be acquired

To differentiate between the planets in the Solar System, BY interpreting, transcribing, producing descriptions and arriving at consensus USING inherent vocab, comparatives, superlatives & language of agreement.

Procedural content (skills) used to work on the concept

Specific language items that arise from the discourse field

The teacher's mixing-desk (Studio CLIL)

Concepts

The Theory of Relativity
v
'My family and friends'

Procedures

(Games, processes, research,
analysis, presentations,
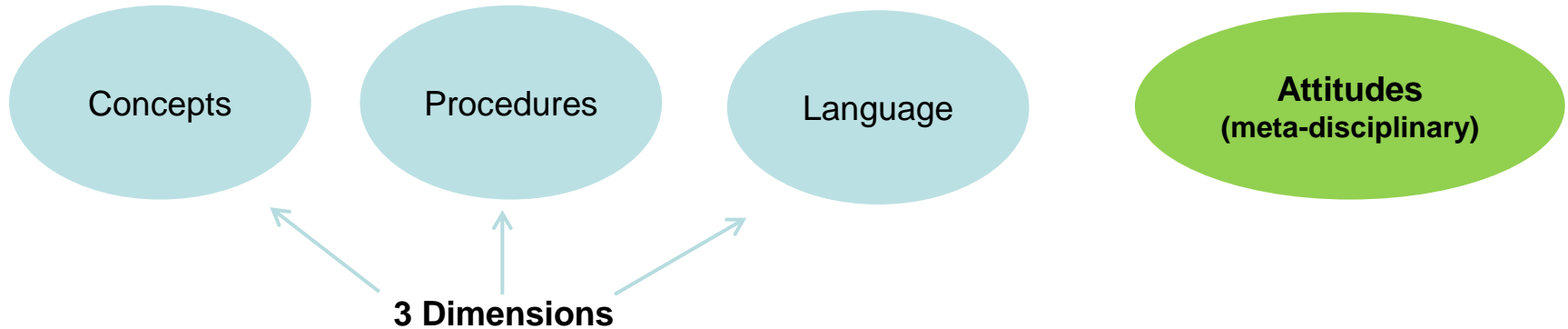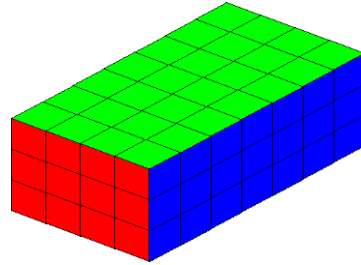planning, evaluating, reflecting…)

Language

(focus more on key ítems)

Reduce production demands

But........there's a 4th

BY interpreting, transcribing, producing descriptions and arriving at consensus

Concepts

Procedures

Language

Attitudes
(meta-disciplinary)

3 Dimensions

It sounds like a ridiculous thing to say, but language is never 'alone'

Consider the phrase 'Shut that door!'

Language?

'Imperative'

Concept?

A **door** is….a hinged, sliding, or revolving barrier at the entrance to a building, room, or vehicle, or in the framework of a cupboard.

Procedure?

How do we open and close a door?

Attitude?

Close it nicely or aggressively

Keynesian Theory

Aggregate demand drives economic growth and employment. Government intervention in the economy is necessary.

John Maynard Keynes (1883-1946) His ideas fundamentally changed economic theory and practice.

Keynes' Arguments
If savings exceed investment, we get a recession
Aggregate demand matters
Governments should provide counter-cyclical demand management
Government should intervene if inflation rises too much
Lower wages do not boost jobs

Exam question:

'*Keynesian economics are the various macroeconomic theories and models of how aggregate demand strongly influences economic output and inflation.*' **Discuss.**

Language?

'A definition' (of Keynesian eonomics)

Concept?

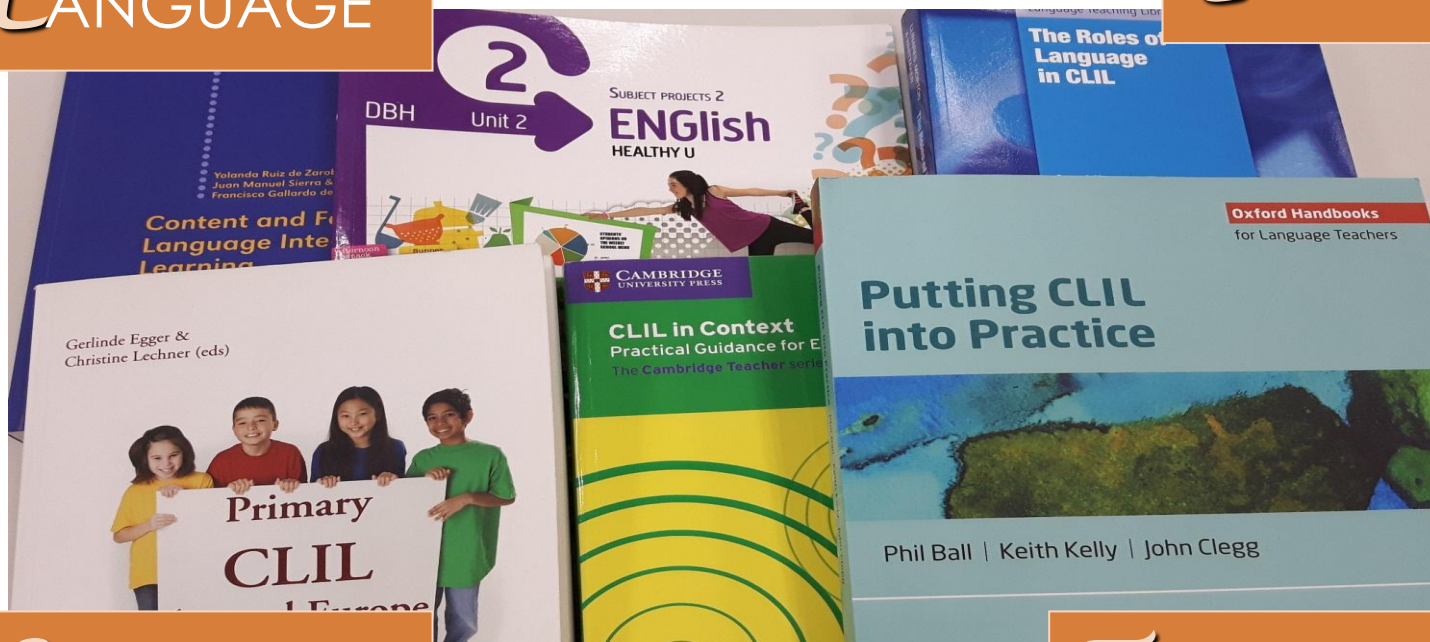An economic theory (an abstraction)

Procedure?

'Discuss' (Write an essay')

Attitude?

If you are allowed an opinion…what is your view?

LEST

*L*ANGUAGE

*E*NHANCED

*S*UBJECT

*T*EACHING

Language teaching objective (old):
'Learn how/when to use the 2nd Conditional'

- Textbook Topic - Global Warming

- "If I were President of the World, I would…."

- Assessment criteria are linguistic, not conceptual.

- Who cares about saving the Earth, as long as I can produce the 2nd Conditional?
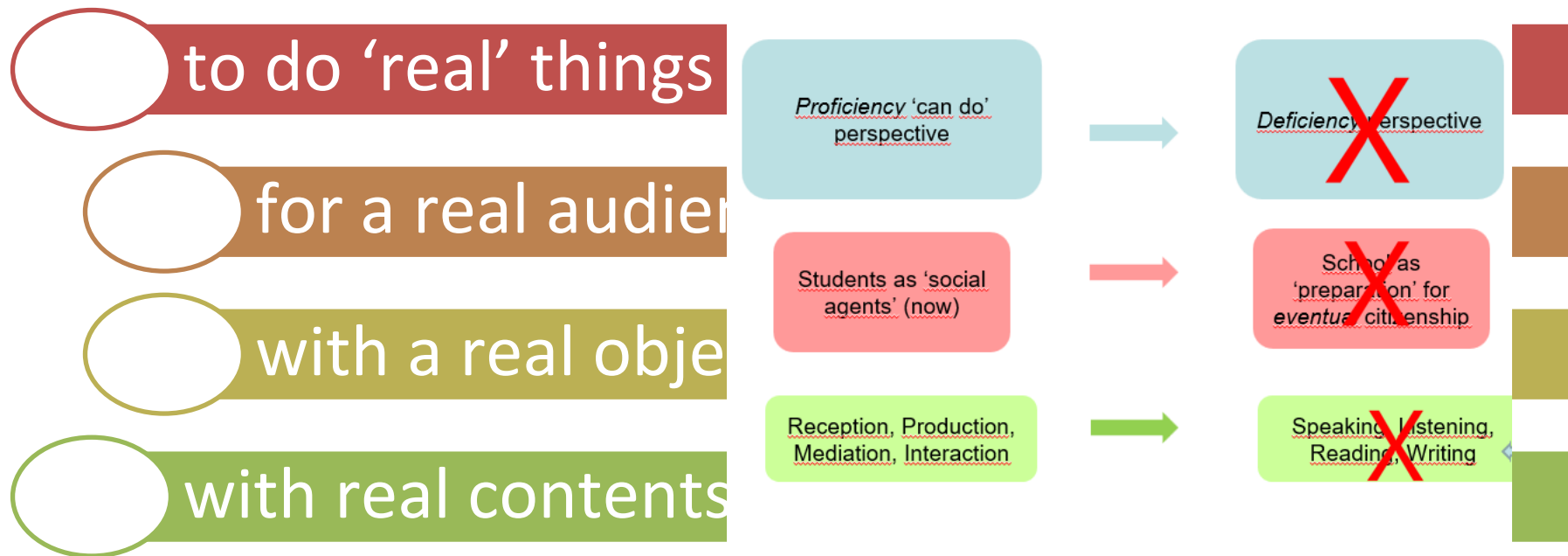
Situational (content-based) objective:
'Save the Earth' *by using* the 2nd Conditional

- Textbook Topic – 'Global Warming'

- "If I were President of the World, I would…."

- Assessment criteria are conceptual & procedural. (Will our proposals save the Earth?)

- The 2nd Conditional is the vehicle for making these proposals (and for saving the world! – a good example of 'social agency').

CLIL likes **to use** language….

- to do 'real' things
- for a real audience
- with a real objective
- with real contents

| Proficiency 'can do' perspective	→	Deficiency perspective ❌
Students as 'social agents' (now)	→	School as 'preparation' for eventual citizenship ❌
Reception, Production, Mediation, Interaction	→	Speaking, Listening, Reading, Writing ❌

And so it becomes by default 'attitudinal' (by doing these things in the L2)

CLIL objective:
'Save the Earth' by using the 2nd Conditional

- With scientifically feasible proposals

- In our local context

- Addressed online to VE students in England

- Responding to given assessment criteria

- Using the discourse inherent to the topic

Science content….
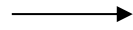
To what extent are the proposals scientifically valid/feasible?

But where is the language?

What forms of address should the speaker(s) adopt?

What opening gambits should they use?

How formal should the register be, to a peer audience?

How should the presentation be structured?

Which discourse markers should indicate the stages of the presentation?

How should the text be organised on the PPT slides?

How 'text independent' is the speaker?

What aspects of persuasive language should they use?

How convincing is their use of intonation?

How fluent is their delivery?

How well do they include the scientific language inherent to this topic?

How well do they employ conditional 'if' structures?

Social agency!

"We need to keep fossil fuels in the ground and we need to focus on equity"

Effective action requires the subject-based DISCOURSE to be correct. It's not a question of C1 or C2. That's why she was taken seriously.

The assessment criteria in blue reflect 4th dimensional aspects of 2025 education

What forms of address should the speaker(s) adopt?

What opening gambits should they use?

How formal should the register be, to a peer audience?

How should the presentation be structured?

Which discourse markers should indicate the stages of the presentation?

How should the text be written and organized on the PPT slides?

How 'text independent' is the speaker?

What persuasive language should they use?

How convincing is their use of intonation?

How fluent is their delivery?

How well do they include the scientific language inherent to this topic?

How well do they employ conditional 'if' structures?

Deciding on the <u>formality</u> of the language, making the effort to use it appropriately – taking the situation seriously.

<u>Structuring</u> the presentation as a group. Who speaks first? What do they say? Who decides? How will they *organise* this?
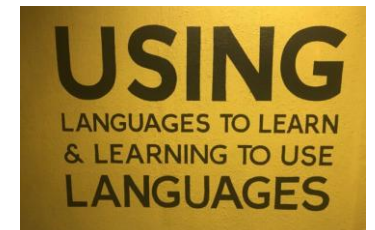
Who <u>writes</u> the PPT texts? Who <u>edits</u> them? Who decides on their <u>validity</u>?

Can the readers 'depart from the script'? How well do they use it as a communicative <u>support</u> and not as <u>a safety-net</u>?

Do they use some of the key scientific discourse? Do they use it <u>correctly</u> and <u>appropriately</u>?
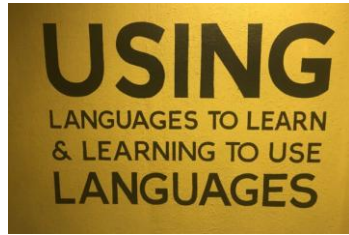
Using languages to learn, and learning to use languages

Using language~~s~~ to learn, and learning to use language~~s~~

Writing the 4-dimensional objective

To….. identify local evidence of global warming and propose solutions

By …..presenting findings in a group PPT presentation

Using……the correct discourse derived from the topic and the appropriate functional language

Demonstrating……the appropriate attitudes towards topic, peers, cooperation & academic language

FIELDS	INSTRUMENT	WEIGHT OF EACH ASSESSMENT REFERENCE.	ASSESSMENT CRITERIA	ASSESSMENT OF EACH CRITERION (1-4)	LINK TO BASIC COMPETENCES		ACTIVITIES THAT CAN BE USED FOR ASSESSMENT	ASSESSMENT OF EACH REFERENCE (1-4)	DEVELOPMENT LEVEL OF EACH SUBJECT COMPETENCE
					OK10	OK11			
Ability shown to learn together and for Ability to learn and live together and ability for self-regulation	Self-assessment card	The competence to learn and live together and an appropriate self-image and self-esteem, and self-regulation to enable autonomy (the competence required to be oneself) % 20	10. The student has freely expressed her/his own ideas and feelings and has respected those expressed by others.	(…)	X	X	38 (Task 1)		Very high standard
			11. In the group, the student has performed his/her own duties responsibly, then asked for and gave help when required.	(…)	X	X	25, 36		
			12. The student has participated in the self-regulating tasks and has expressed both the achievements and difficulties encountered.	(…)		X	Self-assessment activities		High standard
			13. The student has accepted the proposals made and then tried to use them to deal with the difficulties that arose.	(…)		X	38.2		
			14. The student has acted responsibly when carrying out her/his own decisions and duties.	(…)		X	25, 36		Medium standard
			15. The student has tried to communicate with classmates and teachers using the appropriate language.	(…)	X		25, 36, 38		Beginners' level
			…	(…)					

THE 4 DIMENSIONS OF CONTENT

Using language~~s~~ to learn, and learning to use language~~s~~

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Thank you!

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