






Making Key Language *Visible*



Phil Ball
Linz, April 3, 2025



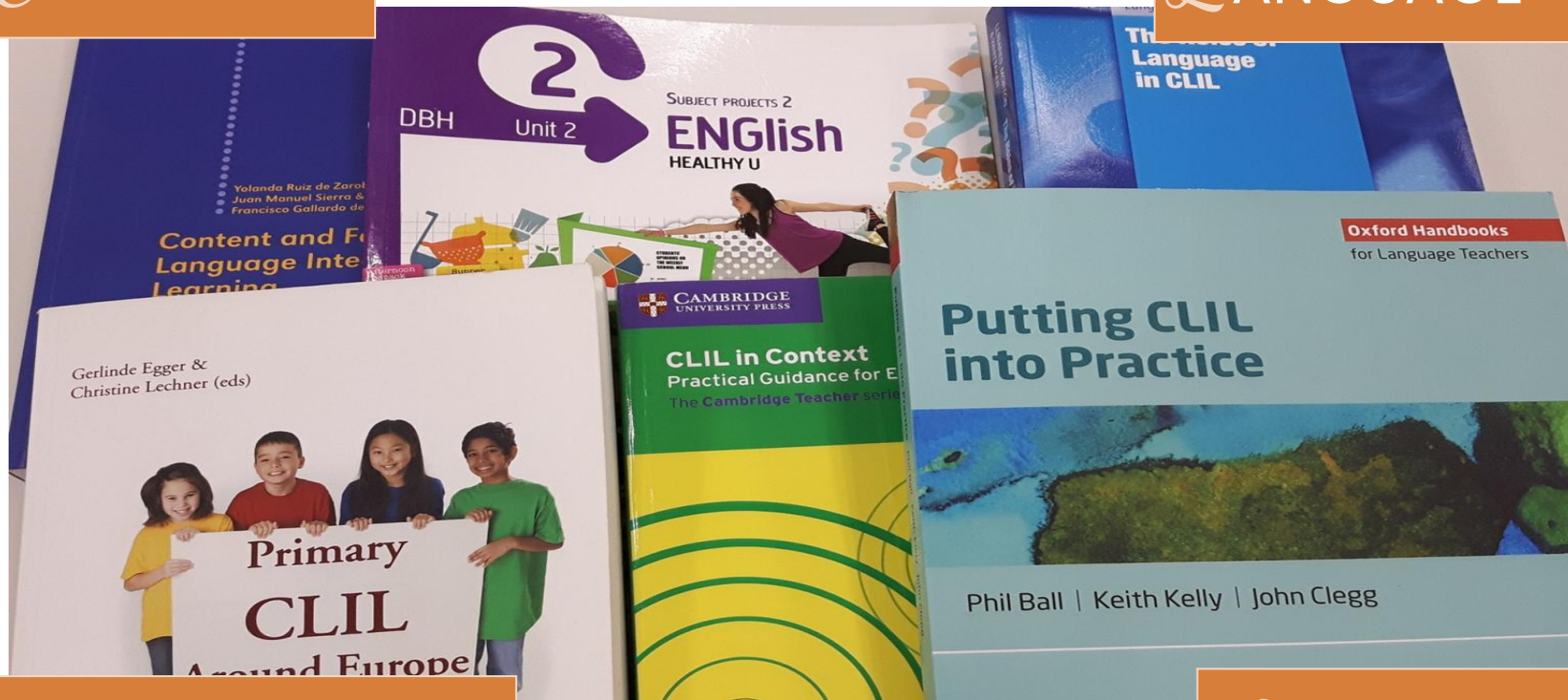


1. Warmer related to the topic
2. Amphibian teachers 
3. Academic language - what is it and why is it crucial? 
4. Examples of language visibility/salience 
5. Task – identifying key language 
6. The Dimensions of Content (tyres and plants) 

CLIL

CONTENT

LANGUAGE



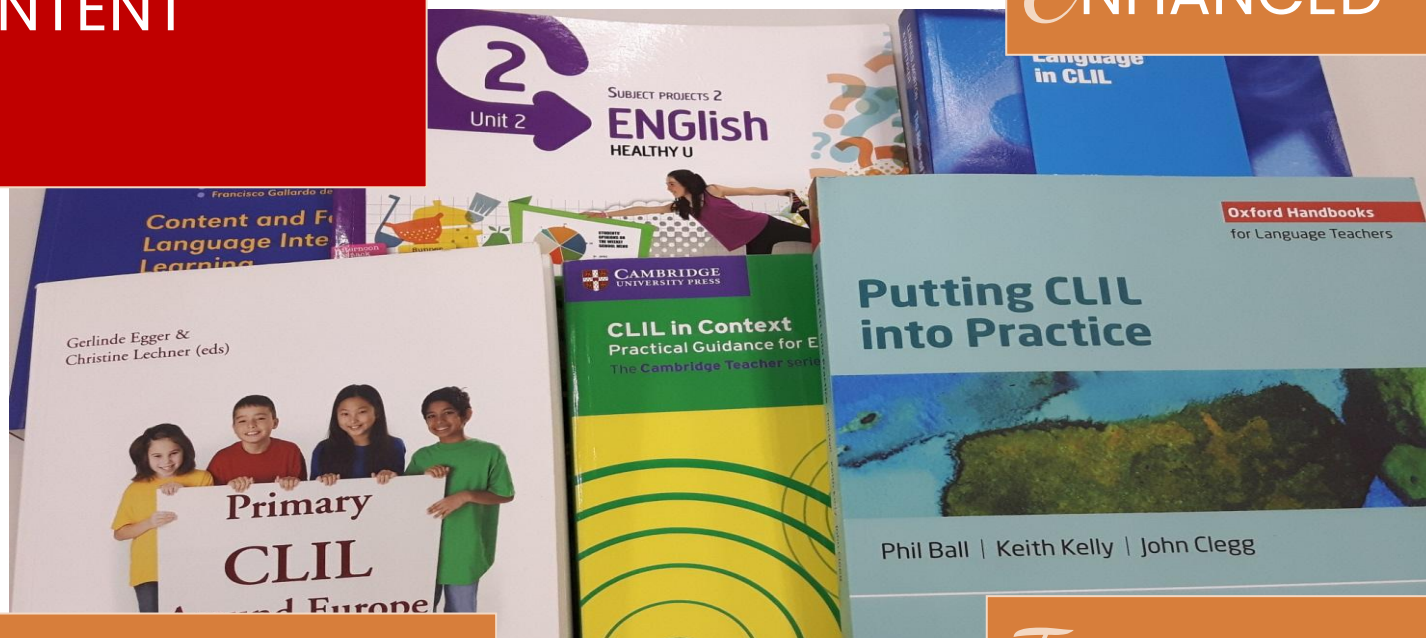
INTEGRATED

LEARNING

CELT

CONTENT

ENHANCED



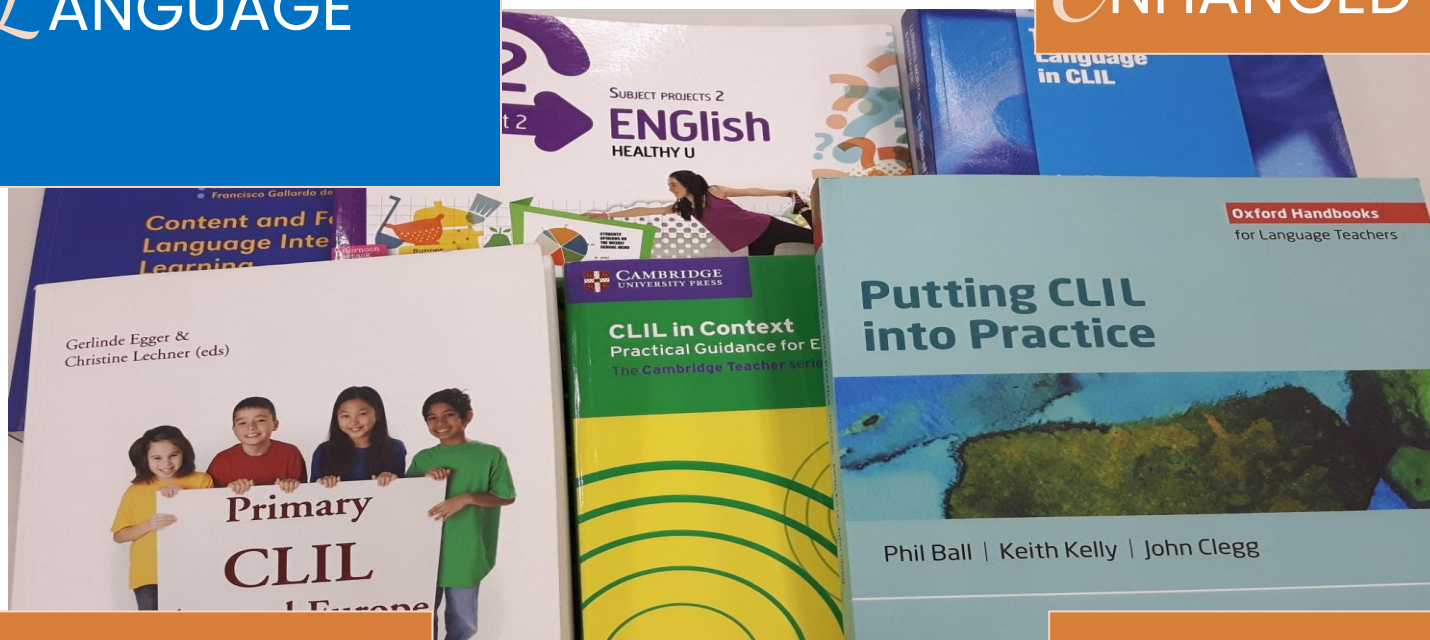
LANGUAGE

TEACHING

LEST

LANGUAGE

ENHANCED



SUBJECT

TEACHING

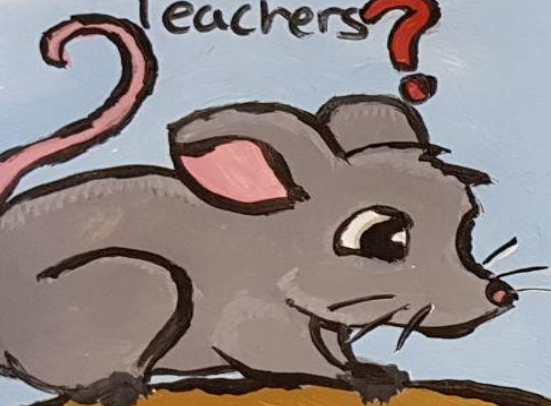
CLIL – 2 ‘types’

1. ‘Hard’ CLIL (content-led) – subject teachers teaching through English
2. ‘Soft’ CLIL (language-led) – language syllabus incorporating more conceptual content

A useful distinction, but ultimately divisive. We need to bridge the divide.



Language
Teachers?



CLIL
Teachers



Subject
Teachers



In **subject matter** learning we overlook the role of **language** as a medium of learning, and in **language learning** we overlook the fact that **content** is being communicated

(Mohan, B. *Language and content*, 1986)

Results of becoming more interdisciplinary?

Language teachers become more
'content aware' (CELT)

Subject teachers become more
'language aware' (LEST)

"CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language."

Marsh, D. (2002)

- What makes CLIL interesting is its distinct pedagogy. Its purpose is to amplify the conceptual content of the lesson in a way which allows learners without full command of the medium of instruction to understand and express new subject concepts.
 - It generates what Gibbons (2009) calls 'a high challenge, high support classroom'
 - Above all, it makes the academic variety of the language, which is crucial to learning, evident and available in the lesson for the learners to use.

(Ball, Kelly, Clegg (2015) Putting CLIL into Practice OUP p.4)

‘All teachers are language teachers’

(Bullock, 1975 – ‘A language for life’)

He meant..... *‘All teachers should understand the impact of language on cognition’*

Which means..... *‘All teachers should understand the impact of language on their subject discipline’*

Teacher note: CLIL textbook in Spain for 13-14 year-olds.

It has lots of CALP, is very dense, and does not support the student's reading.

The key language is not SALIENT. Only the word 'geopolitical'

7 Current demographic trends

The 20th century saw huge population growth around the world, but the 21st century will see this global population ageing.

Using data such as fertility rates and life expectancy, we can make fairly accurate predictions about the **ageing population**. These predictions suggest that by the mid 21st century, it will be a serious problem. The ageing population has so far only been an issue in developed countries, but it will eventually affect all the countries of the world.

To sustain population levels in countries with ageing populations, fertility rates will need to stay above 2.1 children per woman. Based on current trends, this will be almost impossible without immigration.

Predictions also suggest that at some point during the 21st century, global population growth will slow down and eventually stabilise.

These population changes, along with the increase in global migration and the overcrowding of many urban areas in the world, are already creating **geopolitical** problems that will be very difficult to solve.



Predictions suggest Spain will have one of the oldest populations in the world by the mid 21st century.

Super-Calp-y

Helpful? To make
'geopolitical' salient?

Collocations (twins)

In different disciplines, you've probably noticed that certain words often occur with other words, like twins. These 'collocations' (co-location = same place) are like academic twins, and here they can help us to write like geographers.

1. Find the 'twins' from page 10 by combining a word on the left with a word on the right. The word from the left box must always come first. The first twins are underlined for you.

fertility

current

life

population

global

urban

ageing

geopolitical

developed

accurate



population

rates

trends

predictions

areas

countries

migration

expectancy

growth

problems

Global migration





Look at the following groups of words organised by colours. In each group, one of the words is the 'odd man out', and has less or no relevance to the theme of politics in the 18th century.

Work in pairs, and try to decide which word is the exception. Be ready to justify your answers.

Despotism	Communism	God	States
Climate	Parliament	Control	Courts
Regicide	Crusades	Science	Power
Portraits	Centralism	Crime	Image



2 Exploring activity ODD WORD OUT



1. Now look at the words in the box below. In each row, one word has no direct connection to health. Work in pairs and decide which word is the 'odd one out' and why.



Protein	Skin	Pen	Depression
Calories	Walking	The internet	The weather
Alcohol	Mobile phones	Guitars	Carbohydrates
Books	Vegetarianism	Anger	Migraine
Weight	Trousers	Bicycles	Sunburn
Body-piercing	Cigarettes	Bullying	The sea



11 Application activity **PUSH AND PULL**

You've seen some causes and effects, but before we go on, let's learn more about the causes.

- Below you will find most of what social scientists call 'push and pull' factors that cause people to move and migrate. Most of them are phrases. First, try to join the 'heads' and the 'tails' of the phrases. One of them has been done for you as an example.

HEADS	THE CORRECT PHRASE	TAILS
Natural	Natural disasters	political system
Free		health care
Wars and		disasters
A democratic		opportunities
A shortage of food		conflicts
Better job		public services
Religious or political		or a famine
Entertainment		persecution
A lack		facilities
Few public		of job opportunities
Access to		links
Family		life
An unhappy		services

Making language salient: collocational phrases in specific subject discourse

- Now put the factors you have identified into the correct drawing below, as you see appropriate. Which 'push' people away and which ones 'pull' (attract) them?

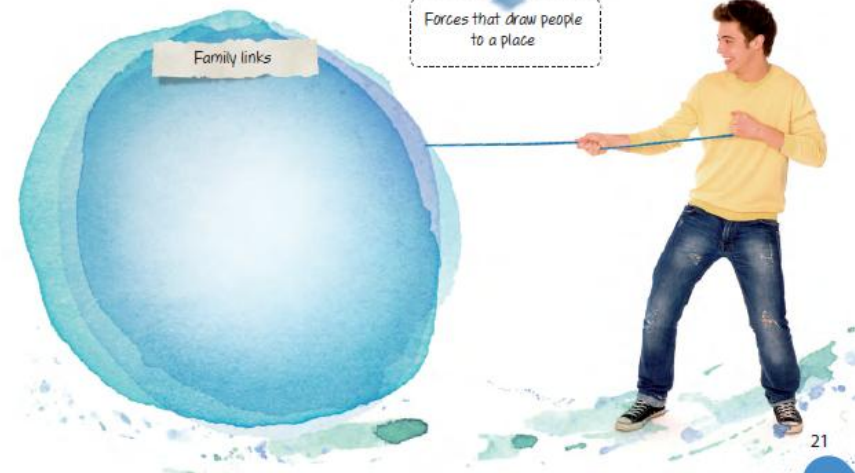
PUSH FACTORS:

Forces that drive
People away from a place



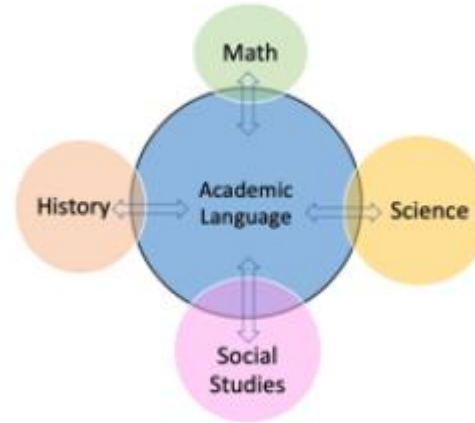
PULL FACTORS:

Forces that draw people
to a place

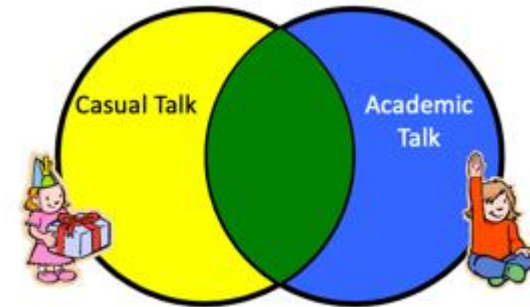
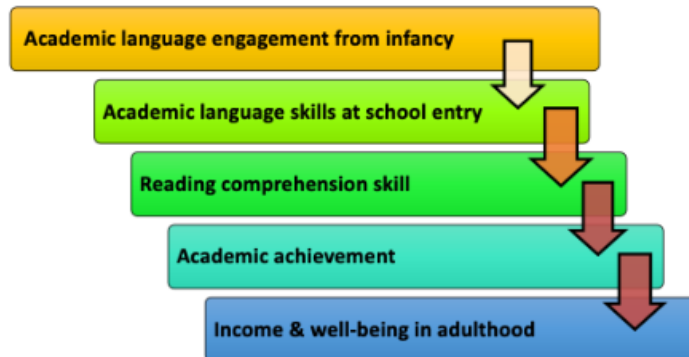


Every day....in every way.....in every lesson.....students are dealing with academic language. From science at 9 o'clock to history at 10, to break (talk about the football) and back to Geography at 10.30, to Maths at 11.30 and so on and so forth.....

In the L1! *'Maths is a foreign language'* (Lee, 2010)



Developmental Pathway



Using languages to learn, and learning to use languages

(Marsh, D. et al)

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

(Marsh, D. et al)




Concepts!

Procedures!

Language!

What will the teacher need to make *visible* here?

- 
1. Plants (flowers) and soil
 2. Plants grow in soil
 3. This plant grows (in soil) given certain conditions




1. Steps (planting)
2. Observation (over time)
3. Recording of the observations
4. Hypothesising

.....

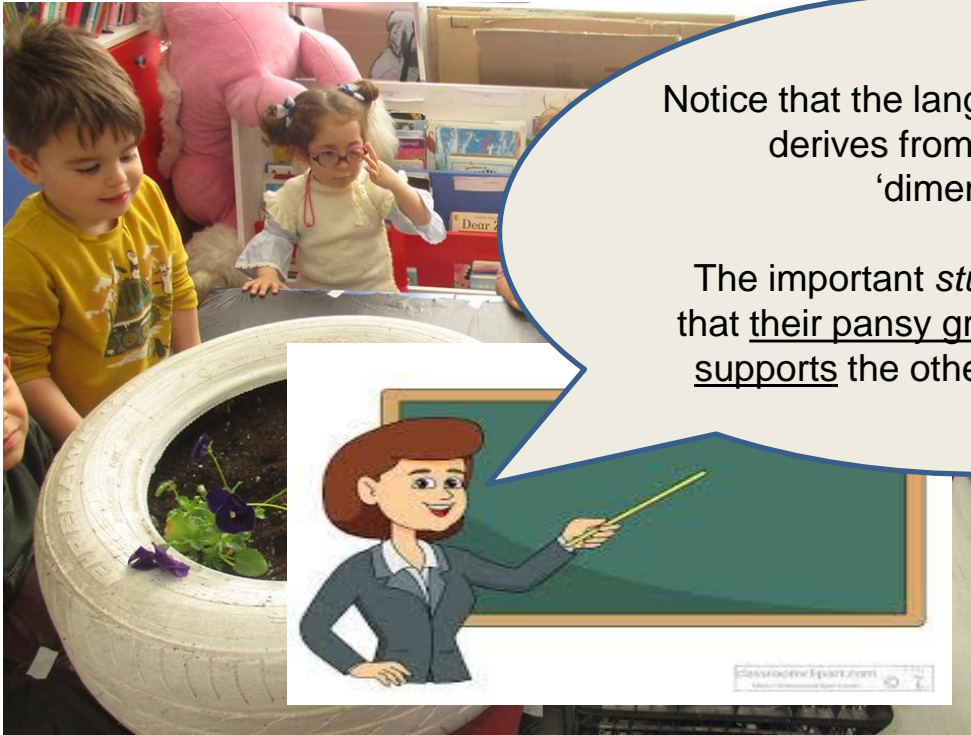
(**Option** – vary the conditions)

4. Which one grows best (and why?)

- 
1. Inherent vocabulary (pansy, soil, water, grow.....)
 2. Locatives (here, in the middle, next to...)
 3. Language of steps/process (First, second, then)
 4. Question forms
 5. Conditionals (If and When)

Notice that the language (or discourse)
derives from the other two
'dimensions'.

The important *stuff* for these kids is
that their pansy grows. The language
supports the other two dimensions.



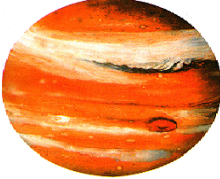

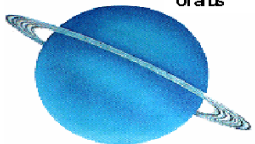
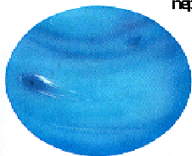
Hi kids! This week we're going to look at prepositions of place, question forms and process language.

And your pansy's going to DIE!

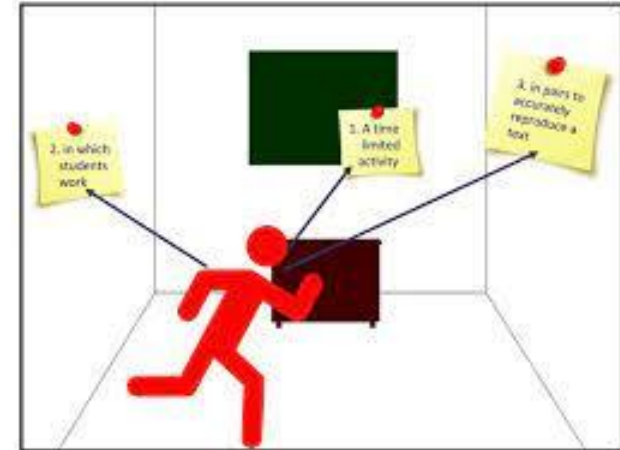


THE SOLAR SYTEM - DESCRIPTION OF PLANETARY DIFFERENCES

PLANETARY DICTATION

 jupiter	<p>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.</p>
 saturn	<p>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.</p>
 Uranus	<p>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.</p>
 neptune	<p>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.</p>

Running Dictation



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.

Specific language items
that arise from the
discourse field

Procedural content (skills)
used to work on the concept



4 Dimensional objectives

(Concept) To.....

(Procedure) By.....

(Language) Using.....

(Attitudes) Encouraging....

Back to language!

Older students, as consultants on social issues that impact them and their society, need to know about.....



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



CLIL helps students to be taken seriously because it helps them to focus on appropriate subject-based DISCOURSE

Thunberg is a C1? Maybe, but not the point.



COGNITIVE
ACADEMIC
LANGUAGE
PROFICIENCY

CALP = Specific subject-related discourse
(photosynthesis/hypotenuse/Keynesian)

and general academic discourse
(thus/whereas)

- Language teaching tends to focus on **BICS**

- **B**asic
- **I**nterpersonal
- **C**ommunication
- **S**kills

Hi! How were your holidays?
Didn't you go to Salzburg?

'Take a moment to look at the
picture and then describe for me
what you can see'

(Cambridge FCE instruction)

Or what Gee (1990) called:

'Primary and secondary discourse'
(BICS) (CALP)

Cognitive

Academic

Language

Proficiency



(Cummins 1984)

Hypotenuse

Basic

Interpersonal

Communication

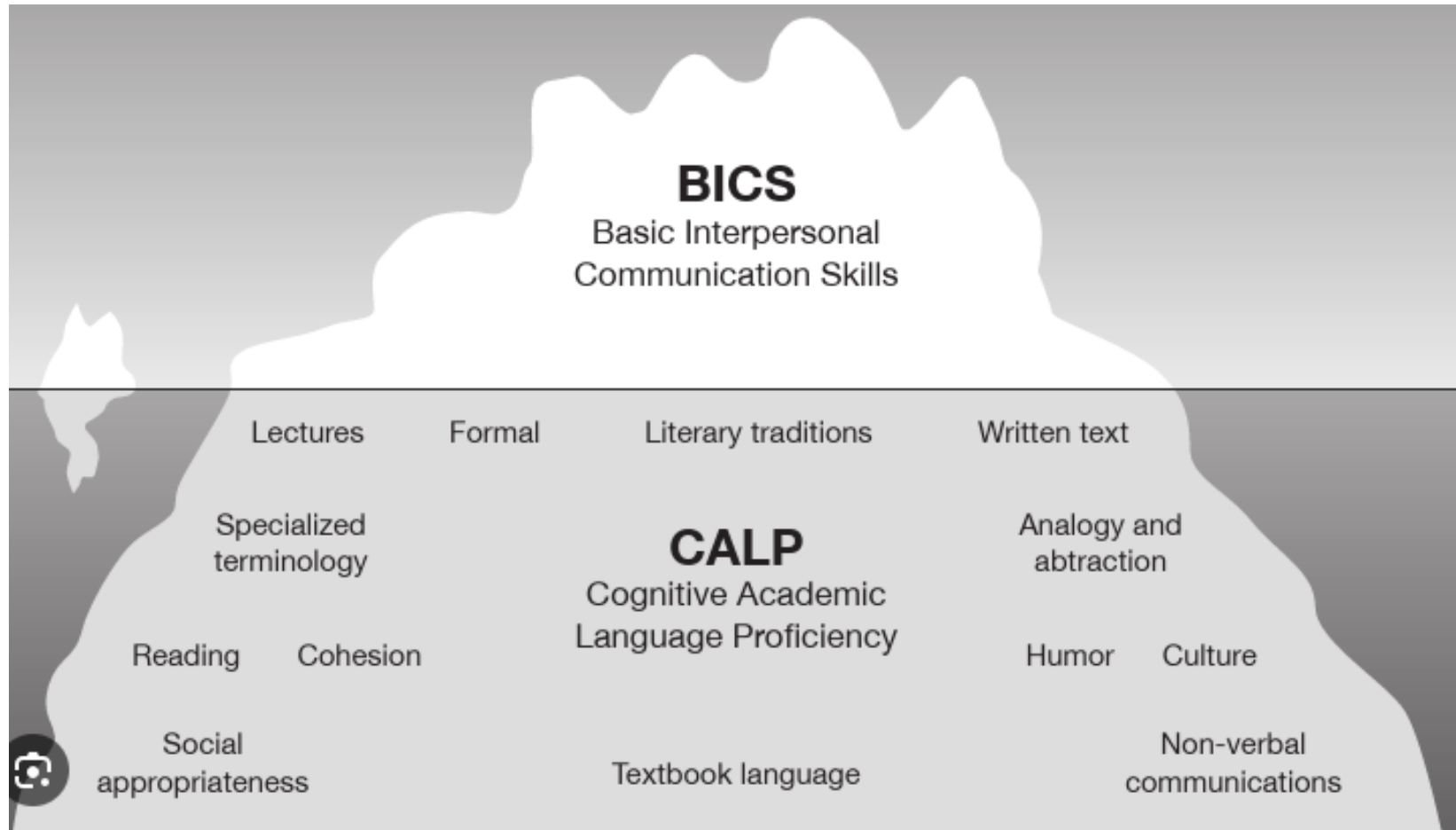
Skills



Get into pairs and
talk about the
video

How's your mother?

Cummins' 'Iceberg' theory of language



Basic message

School-university is a gradual process of
increasing CALP (reception & production)

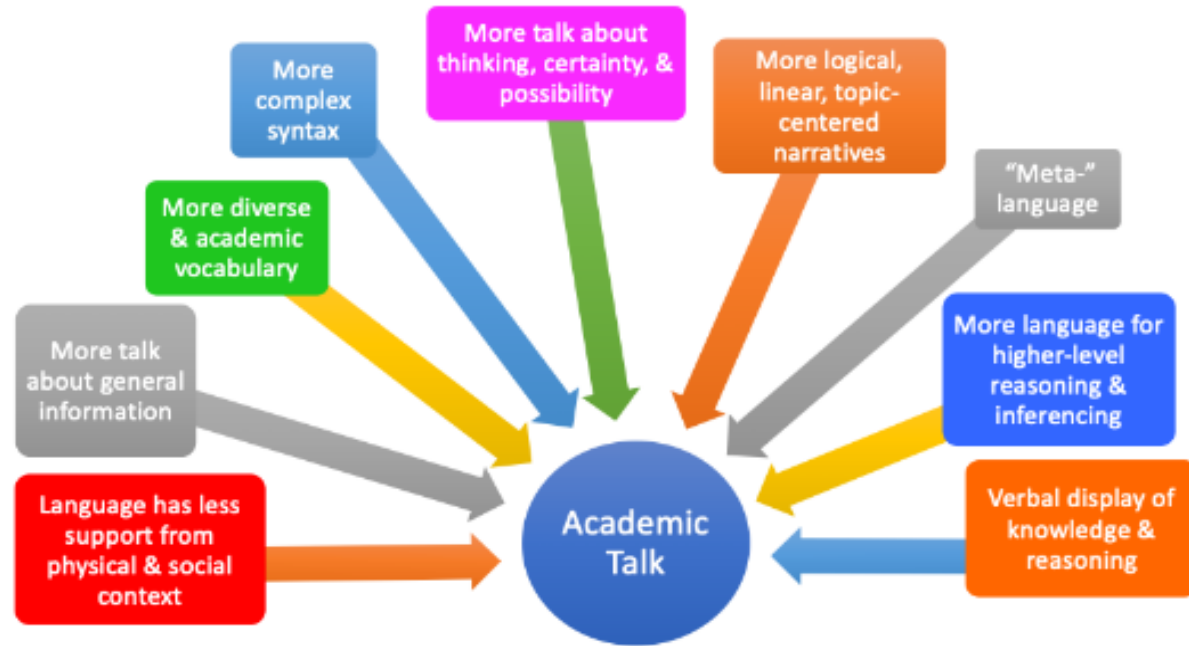
Without CALP, students fail

CLIL gives you LOTS of CALP

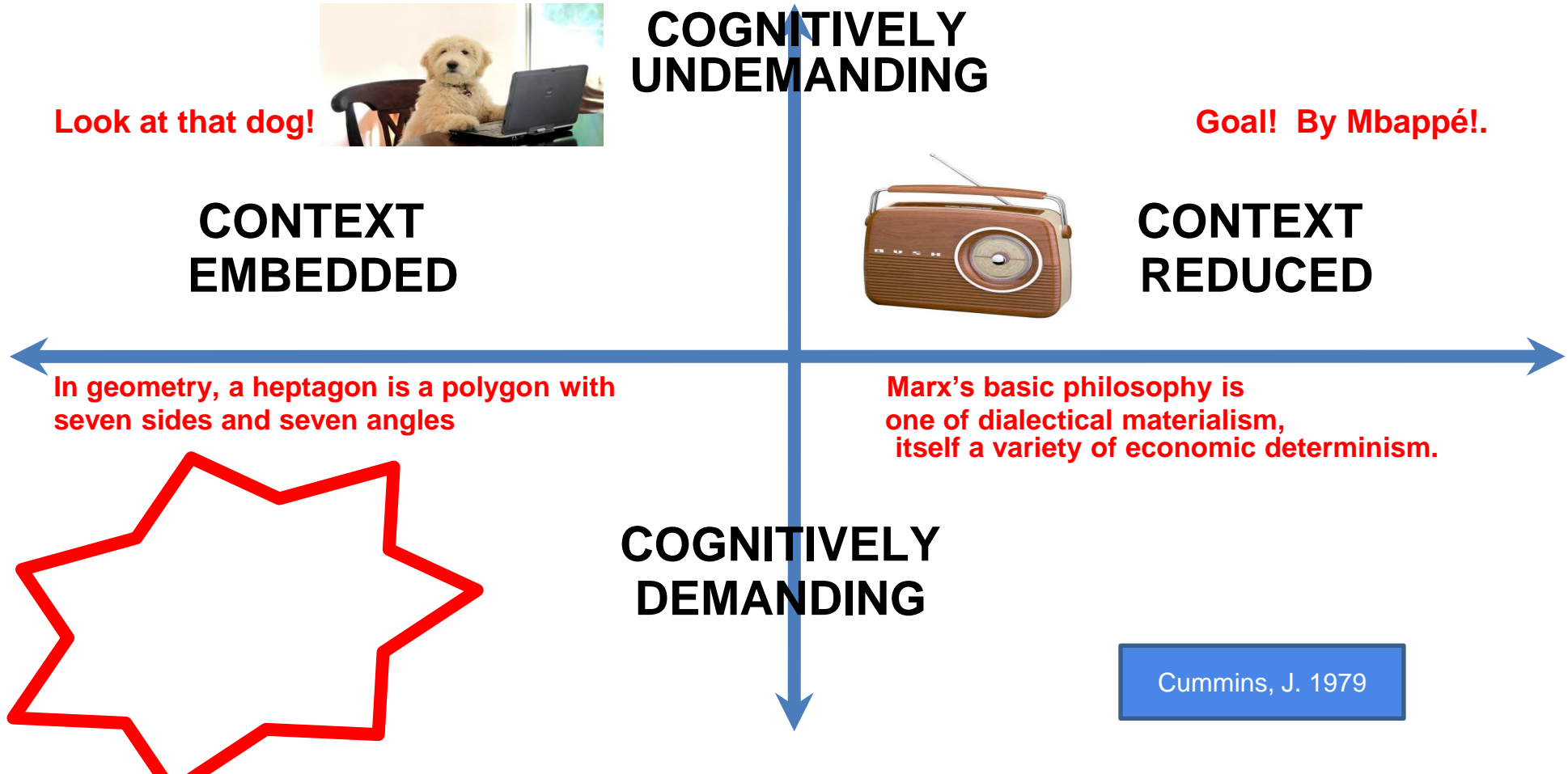
And it helps the L1 too!

So let's make it more **visible/salient**

When Using Language to Teach and Learn About the World



Cummins' Quadrants



10. Describing toys with S.C.U.M.P

We can use SCUMP to help us describe our toys.

What is S.C.U.M.P?



- 1 Read the description and match the sentences with S.C.U.M.P.
e.g. Skipping rope



Teacher note:

This shows (4^o Primary).....

1. Description – but linked to concepts
2. *Different functions of language*
3. Different discourse patterns of the subject discipline
4. *Text genre*
5. CALP and BICS mixture

Seeds grow to make new plants. But they grow better if they move to a new place.

- 1 Look at the different seeds. How can the seeds move and start a new life? Think, pair, share.



Teacher note:

What does
this show?

Visibility of key Making things s

2. Although you've answered Step 1, what is 'viability' exactly? How many things must we consider before changing our 'urbanscape' in some way? Look at the information below and match the criteria with the small texts. One has been done for you.



IS A SKATE PARK VIABLE?						
Will it cost a lot of money for the municipality? Is it worth it?	Is it just for young people?	Can people get to it easily? public transport connections?	Can it be used for other activities or events?	Is the lighting good at night? What type of people go there?	Will people go there in summer and in winter?	Will it last? Are the materials good?
			Versatility			

Teacher note:

My own textbook

I try to make the more academic language (CALP) visible to use from the beginning!



Durability Expense Versatility Accessibility Inclusiveness Usability Safety

‘Making language visible’ = education?

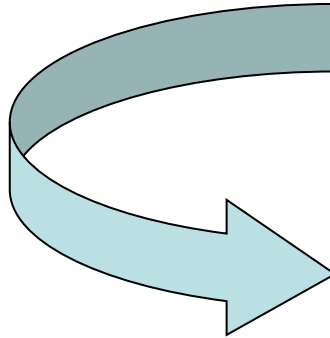
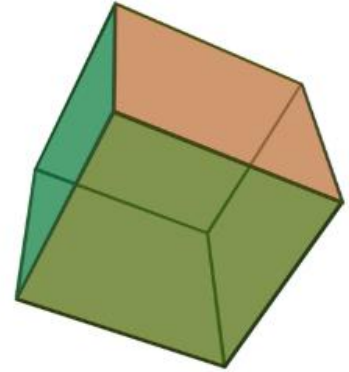


The 4 Dimensions of Content

4-Dimensional Learning

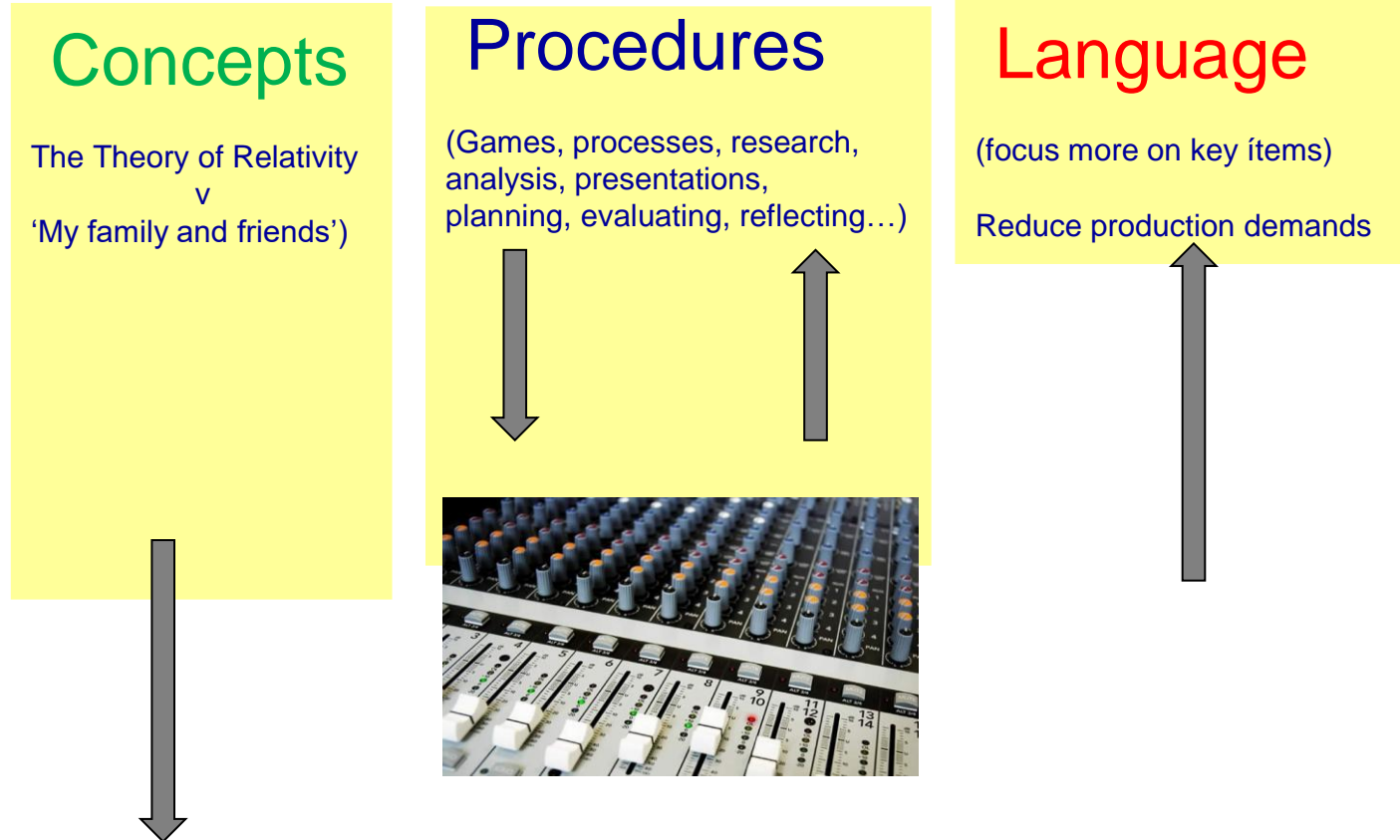
Content & Language **Integrated** Learning

By which we mean.....



Conceptual Content
Procedural Content
Linguistic Content
Attitudinal Content

The teacher's mixing-desk (Studio CLIL)



To conclude.....



Tell your friend.....

1. One idea that was new
2. One idea you really liked
3. One idea you're not sure about, in your context/circumstances





Thank you!

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