

*O INGLÉS COMO LINGUA DE MATERIAS NON
LINGÜÍSTICAS: RETOS E ESTRATEXIAS*

PONTEVEDRA, 2016

WHAT TEACHERS NEED

**STRATEGIES TO SELECT AND ADAPT MATERIALS FOR THE CLIL
CLASSROOM**

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4 C's

- **CONTENT**

- The curricular subjects taught in CLIL include Art, Citizenship, Design and Technology, Economics, Geography, History, ICT, Mathematics, Music, Physical education, Science...

- **COMMUNICATION**

- Learners have to produce subject language in both oral and written forms.
- Subject knowledge and language skills are integrated.

- **COGNITION**

- CLIL promotes cognitive or thinking skills which challenge learners (**reasoning, creative thinking , evaluating...**)
- We also need to analyze thinking processes for their language demands and to teach learners the language they need to express their thoughts and ideas.

- **CULTURE**

- The role of culture, understanding ourselves and other cultures, is an important part of CLIL.
- CLIL gives us opportunities to introduce a wide range of cultural contexts.



□ What are the differences when selecting ELT and Clil materials?



□ ELT materials are selected according to:

- Grammar
- Functional syllabus
- Topic (to present or practice grammar or a set of functions)

□ CLIL materials are selected according to:

- Subject content (science, geography, etc)
- Then the language is considered



What materials can you use?

What materials can you use?

- Translation from L1 books
- The internet
- Teacher generated

1 The History of a Town

10,000 BC

Twelve thousand years ago, our town wasn't a town. It was a camp for people of the Stone Age. The people were hunters. They lived in tents by the river. There was a forest round the camp.

2,000 BC

Four thousand years ago, our town was a small village. The people were farmers. There were some simple houses, but there weren't any streets.

110 AD

In the year 110, our town was a Roman town. There was a bridge across the river. There were several shops and there was a bar. There was a school too.

1200

The Roman town didn't survive, and in 1200, our town was a village again – a medieval village. There was a church and a castle. There was a shoe shop and a baker's. Once a week, there was a market.

(from *Messages 2* by D. Goodey and N. Goodey, Cambridge University Press 2005)

3 The History of Farming

Moving towards settlement

Hunter-gatherers did not settle down, build homes and begin to grow crops all at once. Some people began by storing food in places for their next visit. This isn't farming. But it is planning, not just gathering. Some people cleared parts of a forest so animals would feed there. This meant the animals were easier to find. Some people stayed for longer periods of time at one of their camping places.

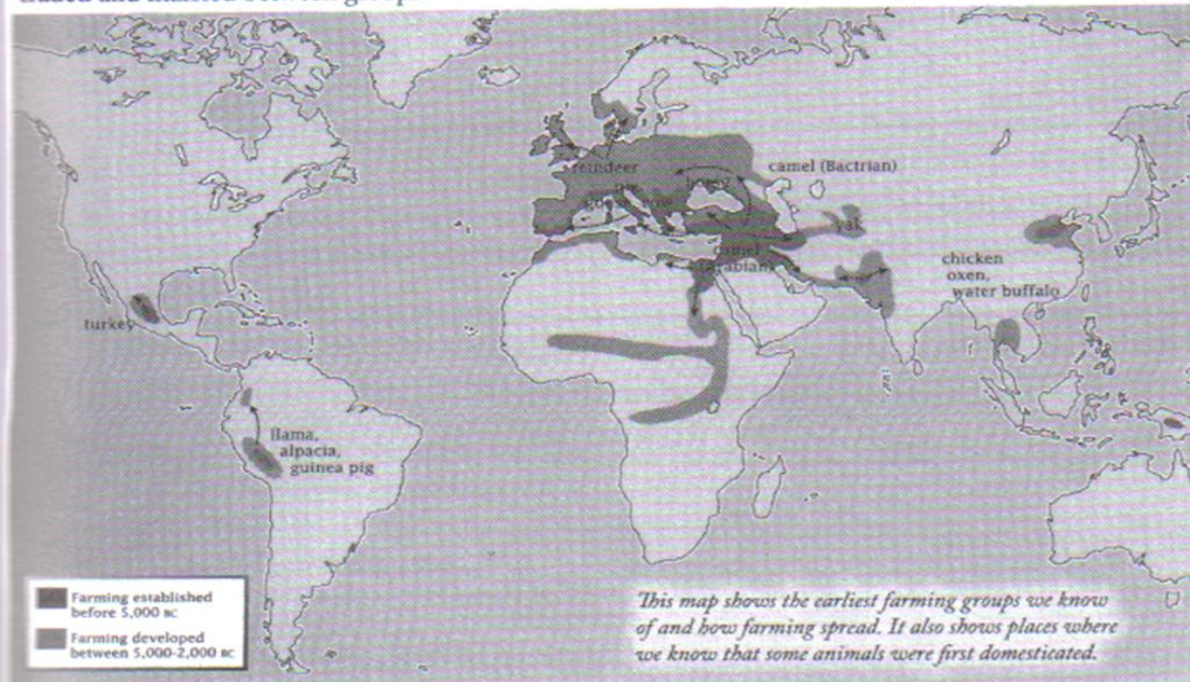
People began to farm the land and domesticate animals in the Middle East about 12,000 years ago. There were farmers in southern Europe by 7000 BC. There were farmers in northern Europe, including the Netherlands, by about 4000 BC. People living in the same area did not all start to farm at the same time. Some people became farmers, while others were still hunter-gatherers. Sometimes, hunter-gatherers and farmers fought each other. But they also often traded and married between groups.

What makes a farmer?

When do hunter-gatherers become farmers?

Four key tests are:

- Do they live in one place?
- Do they live in villages?
- Do they grow crops?
- Do they have domesticated animals?



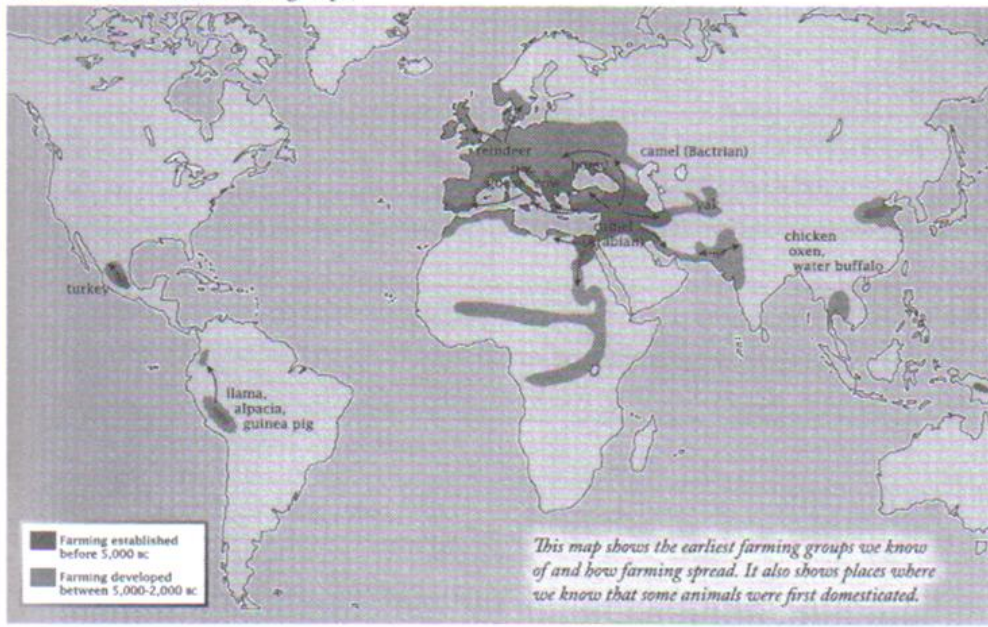
(from *Digging Deeper 1* by J. and P. Shuter, Heinemann 2007)

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Differences

ELT Coursebooks

About 8–10 new vocabulary items

Language is graded

Rarely planned to match the L1 curriculum

Historical skills are not usually developed

Native speaker website

Wide range of content vocabulary

Advanced use of language

Content linked to a national curriculum

Historical skills developed
(*use of time-lines, photographic evidence, documentary*)

CLIL coursebooks

Wide range of content vocabulary

Language is nearer native speaker

Content often linked to the L1 curriculum

Historical skills are developed
(*e.g. interpreting data: looking at evidence*)

(from *Digging Deeper 1* by J. and P. Shuter, Heinemann 2007)

□ In CLIL learners study:

- A curricular subject
- A topic area from that subject which is in the L1 curriculum

□ Materials need to include:

- Skills particular to the subject
- Need to offer progression
- **SO DIFFERENT SUBJECTS – DIFFERENT SKILLS**

CRITERIA TO SELECT CLIL MATERIALS

- **Are the materials:**
- Appropriate for the students age and stage of learning?
- Do they match the learning outcomes?
- Do they consider the 4C's?
- **Progressive** in subject content, in language, in cognitive demands, in task demands?
- **Supportive.** Do they have word banks, language frames and visuals?
- **Varied** in skills, tasks and interaction? Are the tasks/instructions easy to follow?
- **Collaborative, challenging ?**
- **Motivating and complete?**

ADAPTING MATERAILS

- CLIL materials have to be selected and adapted carefully because we have to help learners understand subject content.

- 
- **TEXT LEVEL:** visuals, diagrams, visual organizers, clear layout.
 - **SENTENCE LEVEL:** definitions and short explanations.
 - **WORD LEVEL:** labels, bold font, underline key vocabulary, capital letters, word banks and glossaries.

PARAPHRASING LANGUAGE

- Explain why the south-east is more prone to flooding.

- 
- Explain why the south-east is more likely to flooding.

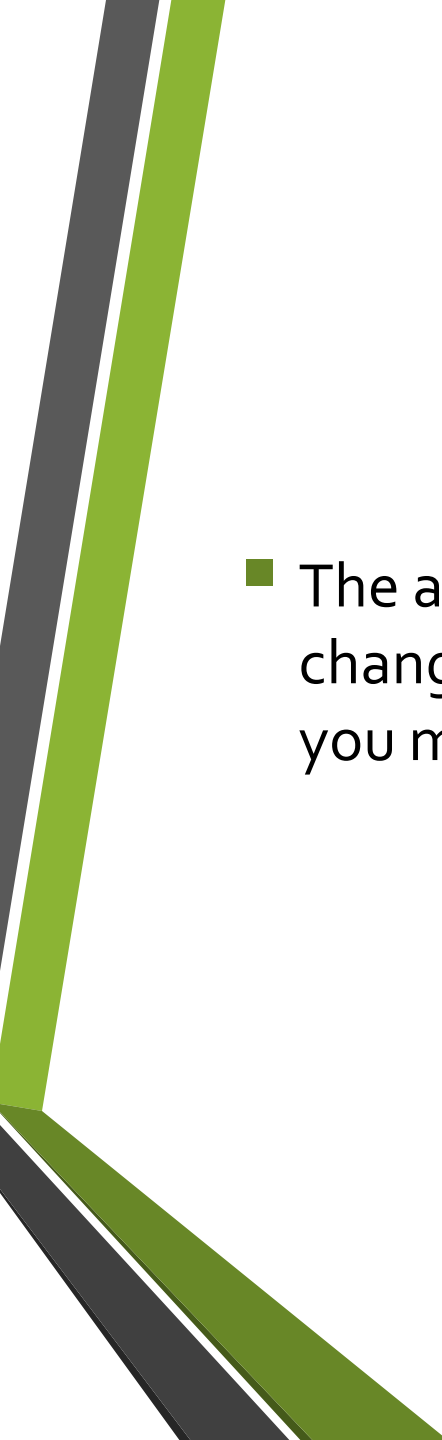
REMOVING UNNECESSARY DETAILS

- When experimenting with media, get into the spirit of it and don't be afraid to try new ideas

- 
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REDUCING LENGTH OF SENTENCES

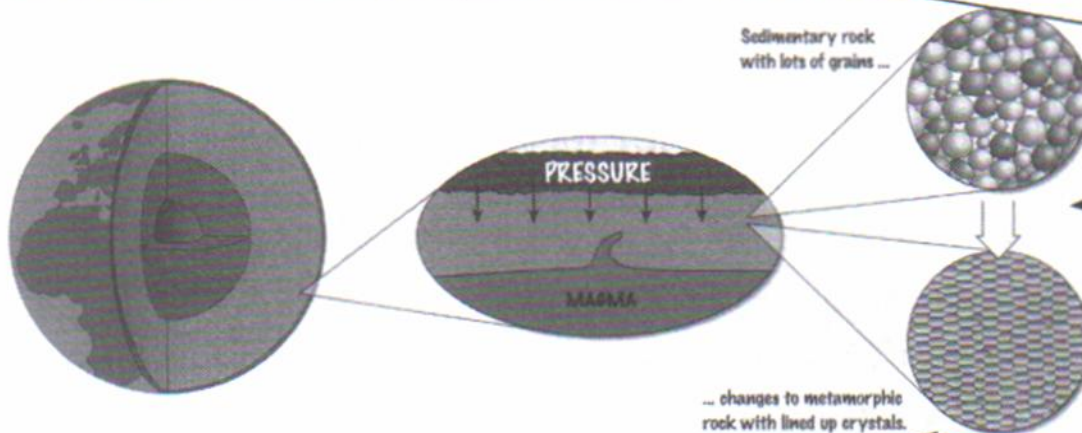
- The advantage of word processing is that you can make changes without retyping the whole document and if you make a mistake, you can easily correct it.

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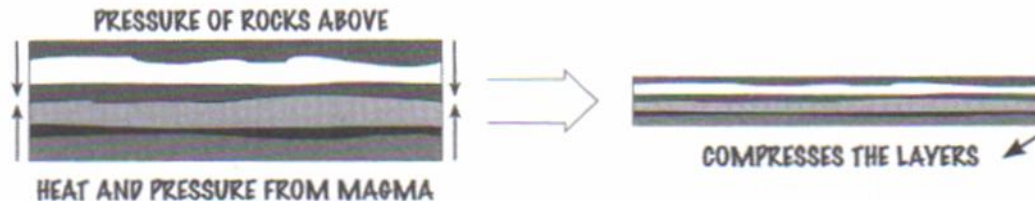
HOW METAMORPHIC ROCKS ARE MADE

'Metamorphism' means 'changing form' and metamorphic rocks are made from other types of rock (usually sedimentary), which have changed in some way due to huge amounts of **HEAT** and **PRESSURE**.

The **PRESSURE** comes from the huge weight of rock pressing down from above ...
... the **HEAT** comes from the molten magma (liquid rock) inside the Earth's surface.



In this case the sedimentary rock is exposed to great pressure, from the rock layers above, and high temperatures from the solidified magma in direct contact with it. This causes it to undergo change, forming a different rock type.



LAYERS OF MUDSTONE ...

... turned into ...

... LAYERS OF SLATE

(from *Essentials of Science*, edited by K. Whelan, Lonsdale 2002)

to support the learning.

subheading in capitals and in colour

HOW METAMORPHIC ROCKS ARE MADE

definition

'Metamorphism' means 'changing form' and metamorphic rocks are made from other types of rock (usually sedimentary), which have changed in some way due to huge amounts of **HEAT** and **PRESSURE**.

key words in boxes and in capital letters

... the **HEAT** comes from the molten magma (liquid rock) inside the Earth's surface.

explanation in brackets

clear diagram to explain text visually

Sedimentary rock with lots of grains ...

... changes to metamorphic rock with lined up crystals.

In this case the sedimentary rock is exposed to great pressure, from the rock layers above, and high temperatures from the solidified magma in direct contact with it. This causes it to undergo change, forming a different rock type.

a variety of font sizes

cause-effect organiser

sentence-level language support

PRESSURE OF ROCKS ABOVE

HEAT AND PRESSURE FROM MAGMA

COMPRESSES THE LAYERS

LAYERS OF MUDSTONE ... turned into ... LAYERS OF SLATE

(from *Essentials of Science*, edited by K. Whelan, Lonsdale 2002)

VOLCANOES

A **volcano** is an opening, or rupture, in a planet's surface or crust, which allows hot magma, volcanic ash and gases to escape from below the surface.

Volcanoes are generally found where tectonic plates are diverging or converging. A mid-oceanic ridge, for example the Mid-Atlantic Ridge, has examples of volcanoes caused by divergent tectonic plates pulling apart; the Pacific Ring of Fire has examples of volcanoes caused by convergent tectonic plates coming together. By contrast, volcanoes are usually not created where two tectonic plates slide past one another. Volcanoes can also form where there is stretching and thinning of the Earth's crust in the interiors of plates, e.g., in the East African Rift, the Wells Gray-Clearwater volcanic field and the Rio Grande Rift in North America. This type of volcanism falls under the umbrella of "Plate hypothesis" volcanism.^[1]

Intraplate volcanism has also been postulated to be caused by mantle plumes. These so-called "hotspots", for example Hawaii, are postulated to arise from upwelling diapirs from the core-mantle boundary, 3,000 km deep in the Earth.

Source: Wikipedia

VOLCANOES (ADAPTED)



In simple terms a **VOLCANO** is a mountain that opens downward to a pool of **molten** rock, called **MAGMA**, below the surface of the Earth. It is a hole in the Earth from which molten rock and gas **erupt**. When they are active they can let ash, gas and hot magma escape in violent and spectacular eruptions.

Volcanoes are usually located where **tectonic plates** meet. There is an area around the Pacific Ocean called the Pacific Ring of Fire, where over 75% of the volcanoes on Earth are found.

The **EARTH'S CRUST** (the outer layer of Earth) is made up of huge **slabs** called **PLATES**, which fit together like a jigsaw puzzle. These plates sometimes move. Volcanoes can form and erupt when two tectonic plates **collide**, when two tectonic plates move away from each other, or when the Earth's crust in the interior plates **stretches** or becomes thinner.

Active volcanic areas are known as **HOT SPOTS**. A good example is the Hawaiian Islands.

GLOSSARY

Molten: made liquid by heat

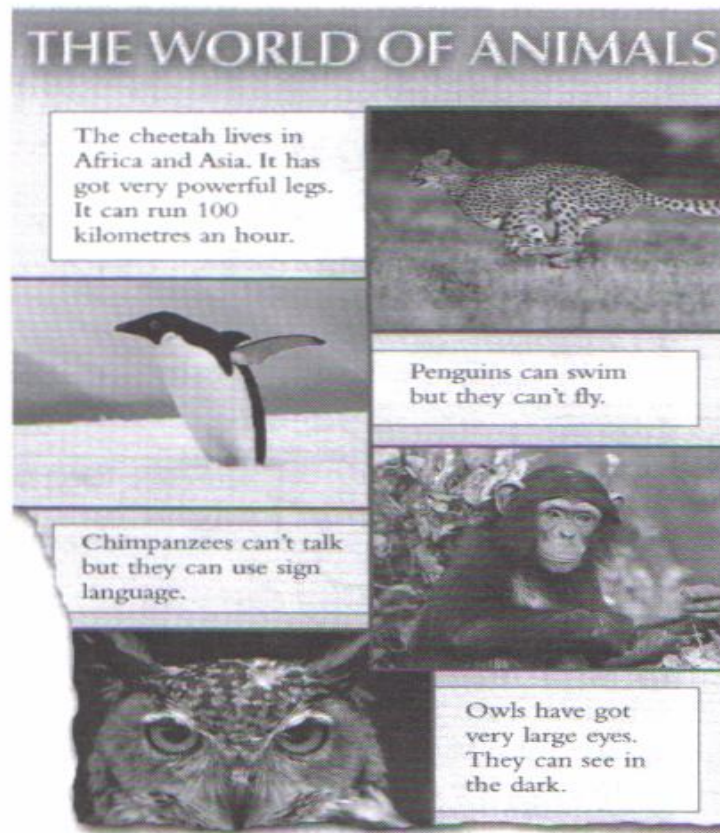
Erupt: violently eject lava, rocks, ash, or gases

Tectonic plates: each of the several rigid pieces of the earth's lithosphere which together make up the earth's surface

Slabs: a large, thick, flat piece of stone

Collide: come into contact with (someone or something stationary) quickly and forcefully

Stretch: Expand. To become longer



ELT focus

Content
Animals

Communication
What animals can and can't do

Task
Complete a sentence gap-fill exercise with missing verbs.

Follow-up
Facts and opinions.

Adapting for CLIL

Content
Science
(living things)

Communication
What are the characteristics of living things?

Cognition
Compare and contrast the animals. Classify them into two different groups and write two more examples.

Task
What do these animals have in common? Think of their habitats.

Follow up
Check out www.bbc.co.uk/schools/ks2bitesize/science/activities/variation.shtml
Play the game!

● Grammar revision *verbs*

Complete the sentences with:

is are has got have got can can't

- 1 Owls can see very well in the dark.
- 2 Penguins _____ wings but they _____ fly.

● Facts and opinions

Which is a fact and which is an opinion?

- 1 Penguins can't fly.
- 2 I think that's interesting.

THANK YOU!

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