

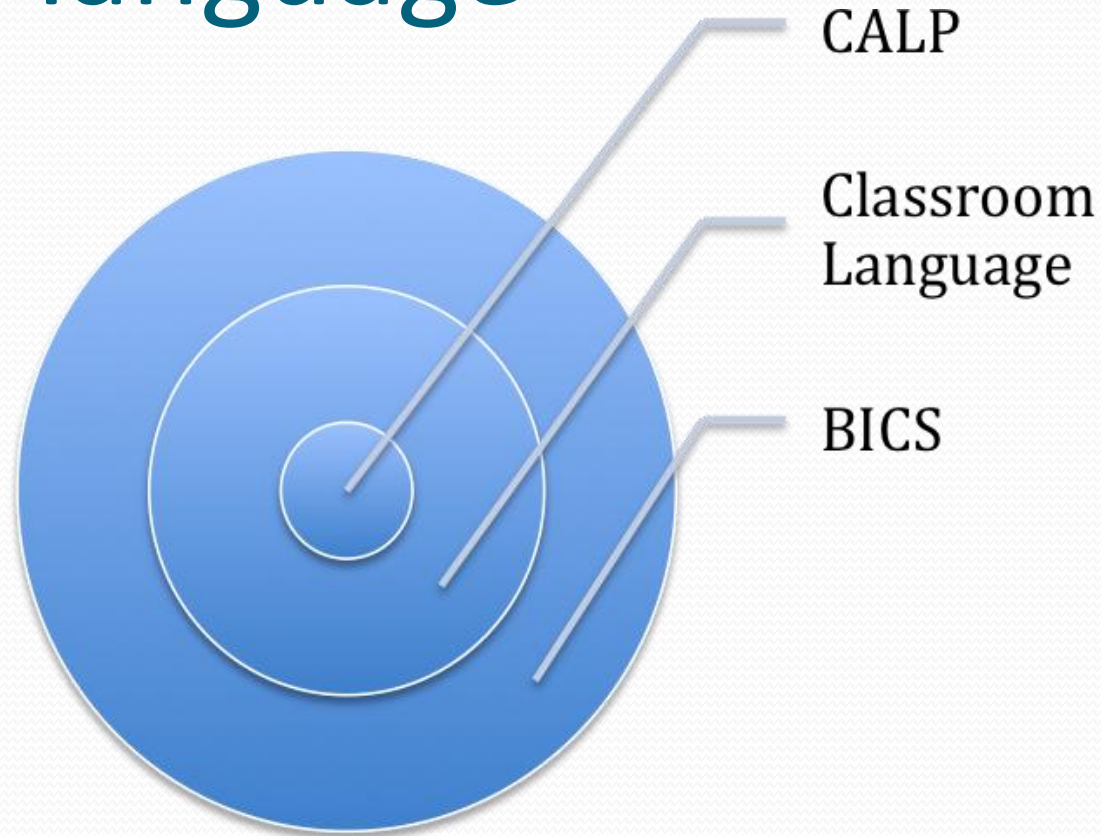
# Bringing language support into our content lessons - a practical guide.

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# CLIL in Singapore's schools

- Content
- Language
- Integrated
- Learning

# Types of language



# Types of language

- Basic Interpersonal Communicative Skills
- Classroom Language
- Cognitive Academic Language Proficiency

# My students are lazy

- I was speaking with Poh the other day. She was telling me all about her weekend. She was very enthusiastic. Then she gave in her essay. She'd made no effort. Her English is clearly good and yet she hands me such rubbish!

# Moving from BICS to CALP

- You are in your apartment when you smell burning. There could be a fire! You decide to take three things with you as you leave.
- If you could take three things from your home, what would you take?
- What grammatical structure is the English teacher asking their students to practise here?

# CALP

- Imagine you visited Paris in 1877
- What would you experience there?
- How would it be different if you visited five years later?
- *“If I visited Paris in 1877, I would expect to see... By contrast, five years later...”*

# The role of the English department

To support content subjects and subject teachers by bringing content in to the English classroom

To follow an English language curriculum that reflects a student's experience at school

To support whole-school language skills

To be aware of what is happening in the content curricula



# The role of the English department

- To help subject teachers assess their students' level of academic language proficiency

# The role of the subject teacher

- To become language-aware
- To be able to identify language demands
- To be able to provide appropriate language support

# What do we mean by language-aware?

Have a look at this example from a History curriculum:

- What kind of functional language/grammatical structure do we see repeated? What does this tell us about the text?

# What are language demands?

- Vocabulary specific to your subject
- The functional language we need to provide to help students speak and write about a subject in order to demonstrate their understanding of a concept. These can be related to higher order thinking skills
- An understanding of the four skills of language to help students read, write, listen and speak effectively and appropriately

# What do we mean by language support?

**You want your students to talk about this cycle:**

- What is the key content-obligatory vocabulary?
- What critical thinking skills are required of our students? And so what functions/grammar is involved?
- What language skills are we supporting?



How will we plan our lessons to support students with language?

# Bringing language support into the classroom

## **Science**

- Look at the completed laboratory report. How do we get our students to this level lower down the school?
- Add appropriate sentence stems to the laboratory report (Stems that can be used for most experiments with only minor changes)

# 'Scaffolding'

- Implicit versus explicit language support

# How might this affect our lesson plan?

- Have a look at the handout. Discuss with your colleagues how you feel about this approach to planning
- Now look at a lesson from Sociology. How has the lesson been scaffolded?
- Compare your answers to the full plan





# Any Questions?

- Thank you