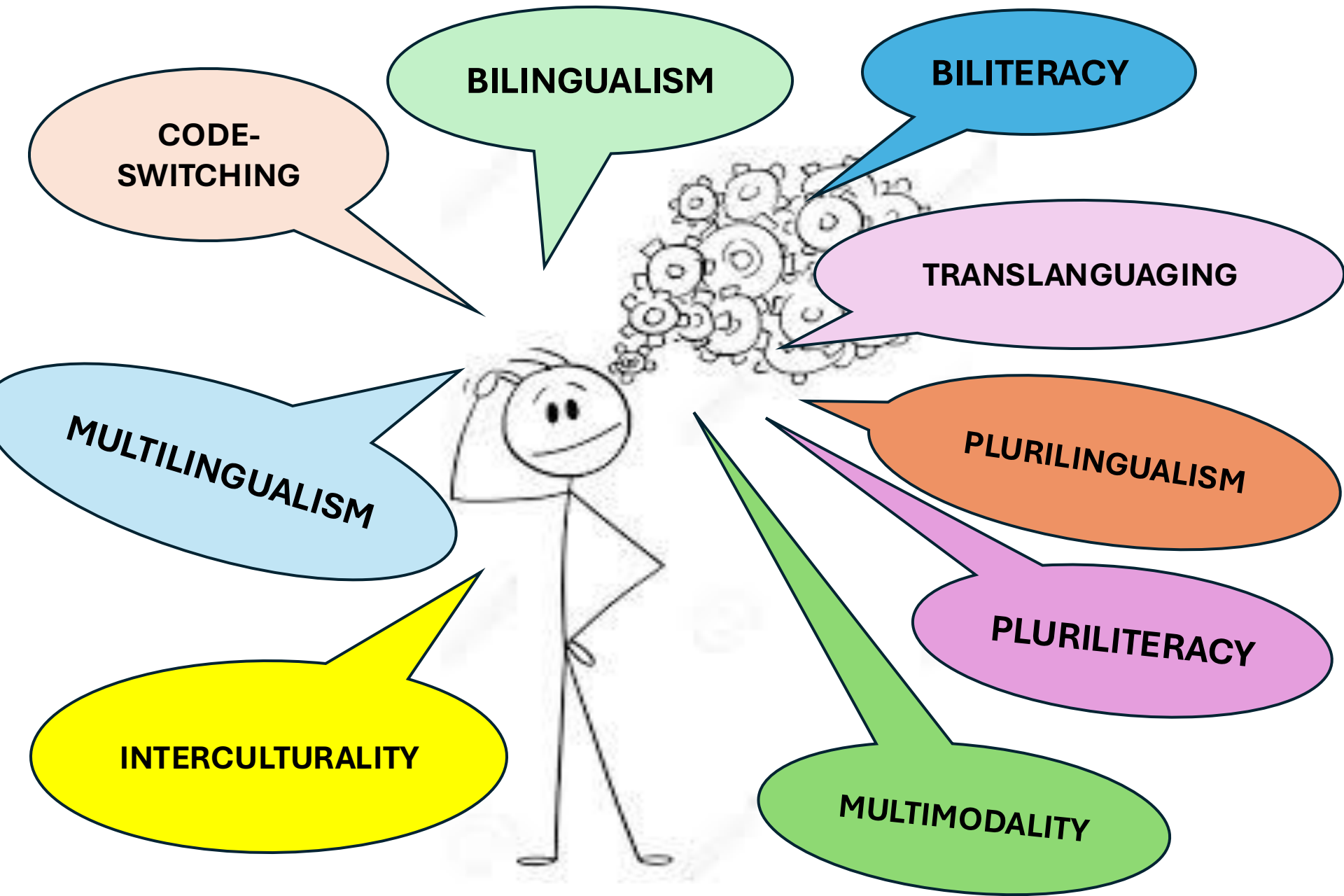


**THE PATH TO DEEPER LEARNING:  
CLIL AS A BRIDGE BETWEEN  
LANGUAGE AND CULTURE**

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**WORKING CLIL 4TH INTERNATIONAL COLLOQUIUM  
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**CLIL**

- **Multilingualism:** Refers to the presence of multiple languages in a society, school, or classroom.
- **Plurilingualism:** Describes how individuals use and move between different languages they know, often blending them in flexible ways.
- **Biliteracy:** The ability to read and write in two languages.
- **Pluriliteracy:** Pluriliteracy is the ability to understand and express meaning through different languages and modes (like text, visuals, or media), especially in school subjects.
- **Translanguaging:** The practice of using all of a person's languages together to make meaning, solve problems, or learn — without rigidly separating them.
- **Multimodality:** Using different modes of communication together — like images, gestures, speech, writing, sound, or movement.



**HOW DOES  
CLIL  
CONNECT WITH  
ALL THESE TERMS?**



## **BILINGUAL EDUCATION**

CLIL uses a second language to teach content, promoting functional bilingual use.



## **BILITERACY**

CLIL supports both L2 and L1 development



## **PLURILITERACY**

CLIL develops multiple literacies (e.g., scientific, historical) across languages.



**CONNECTIONS WITH CLIL**

## **PLURILINGUALISM**

CLIL recognizes and supports learners' dynamic use of multiple languages.



## **MULTIMODALITY**

CLIL uses visuals, audio, gestures, and text to support content learning.



## **INTERCULTURALITY**

CLIL embeds cultural perspectives through language and content integration.



# **CONNECTIONS WITH CLIL**



**BACK**

**TO**

**BASICS**



# WHY CLIL MATTERS



Enhances deeper learning through dual focus



Boosts cognitive and linguistic skills



Promotes real-world communication



Encourages active learning, critical and creative thinking



Fosters intercultural understanding



# WHAT CLIL IS



**Planning the 4 C's**

**Scaffolding language and content**

**Using the language for meaningful purposes**

**Fostering interaction**

**Helping students use the language effectively to express and access the subject content**

**CLIL is adapting**

# PLANNING FOR THE 4 C's



## SUPPORTING LANGUAGE DEMAND

Skills	Word	Sentence	Text
Listening	<ul style="list-style-type: none"> <li>• Pre- teach vocabulary</li> <li>• Use visuals</li> <li>• Give examples</li> <li>• Summarize</li> </ul>		<ul style="list-style-type: none"> <li>• Using Visuals</li> <li>• Enumerate points</li> <li>• Give examples</li> <li>• Explain</li> <li>• Summarize</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>• List with content vocabulary</li> <li>• Asking questions</li> </ul>	<ul style="list-style-type: none"> <li>• Talking frames</li> <li>• Substitution tables</li> <li>• Sentence starters</li> </ul>	
Reading	<ul style="list-style-type: none"> <li>• Thinking aloud</li> </ul>		<ul style="list-style-type: none"> <li>• Pre-Reading questions</li> <li>• Chart to fill</li> <li>• Label diagram</li> <li>• Cognates</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Vocabulary list</li> <li>• Word banks</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence starters</li> </ul>	<ul style="list-style-type: none"> <li>• Writing frames</li> <li>• Modeling</li> </ul>

# PLANNING THE INPUT



How long the input is



How long the paragraphs and sentences in a text are



If the input contains visual support



What language functions are needed

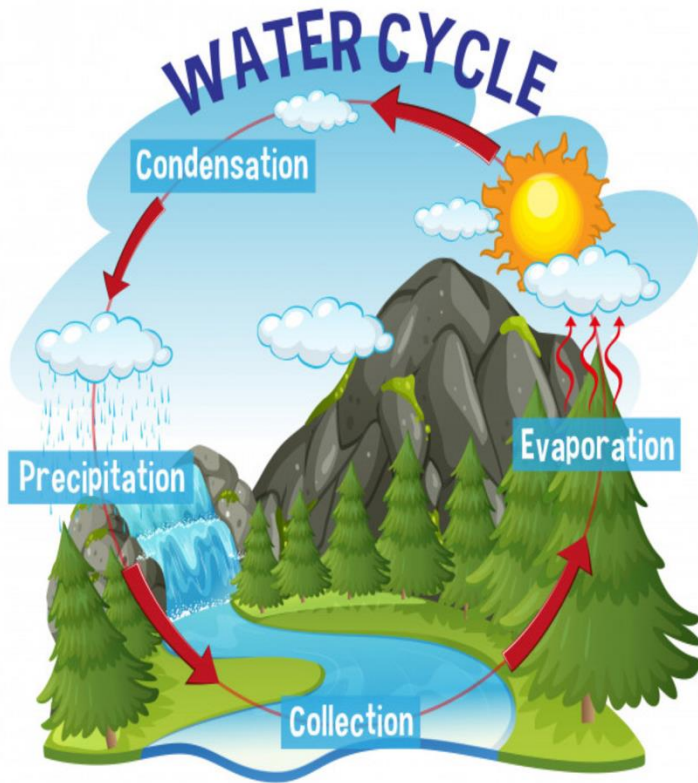


What is the specific vocabulary, and which is compatible



# PLANNING THE INPUT - EXPLAINING A PROCESS

- What language features do students need?



Content specific vocabulary

- *Condensation, collection, evaporation*
- *Verbs: evaporate, condense, form, change into, etc*

Content compatible vocabulary

- *Water, cloud, rain, river, etc.*

CDF: Explain

Verb tense : Present tense; third person



















**What is the text structure of this text-type?**

Sequence

- Connectors: first, then, after that, finally, at the end.

# OUTPUT

## The water cycle

Evaporation	occurs when	 the sun	rises ↑	water vapour. 
Condensation		 the water	 flows	becoming a liquid. 
Precipitation			changes into	    as rain, hail, sleet or snow.
Percolation		 the water vapour	 shines	warming up the water. 
Surface run off		 the liquid	trickles 	across the ground into rivers and streams 
			cools 	forming clouds in the sky 
			falls	through soil and rocks 

**Condensation** occurs when the water vapour cools, forming clouds in the sky.

**Precipitation** occurs when the water vapour falls as rain, hail, sleet or snow.

**Percolation** occurs when the liquid trickles through soil and rocks.



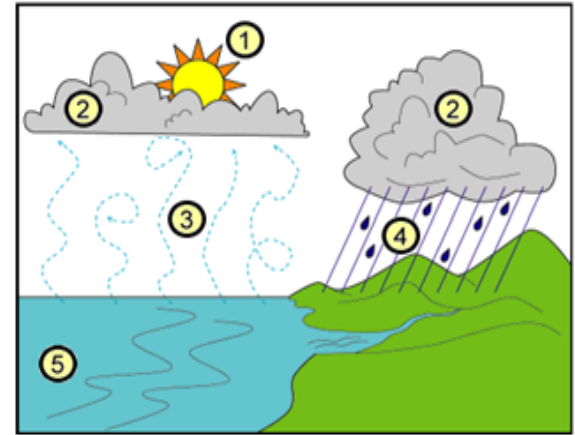
# OUTPUT

Introduction

## The water cycle

Title  
Heading

The water cycle is also known as the hydrological cycle. There is the same amount of water on the Earth now as there was when the Earth began. The water cycle is how the earth's water recycles itself. The cycle includes **precipitation**, **evaporation**, **condensation**, and **transpiration**. Earth's water keeps changing from liquid water to vapour and then back again. This cycle happens because of the sun's heat and gravity.



Illustration

### How does the Water Cycle work?

Subheading

First of all, water molecules from lakes, rivers, streams, reservoirs, and the sea get heated up by the sun and then turn into vapour that rises into the air. This process is known as evaporation

Chronological  
order

Next, these water molecules form into clouds, this is because a process called condensation occurs.

Different  
paragraphs

When the air and the water cool, they form drops of water which then fall to the earth as rain as precipitations. If they are frozen, they become snow or sleet.

Specific  
vocabulary

Once the water reaches the ground, it can flow across the land until it reaches rivers, lakes, streams, or the sea. It can also sink into the ground and flow because of gravity through gaps in rock, gravel, and sand.

Now the cycle begins again when water is evaporated once more.

## CHECKLIST: EXPLANATION

<b>Features of Explanation Writing</b>	Text _____ _____
Does it have a <b>title</b> to tell you what the writing is about?	
Is there a general <b>opening statement</b> ?	
Is it written in a series of logical steps?	
Do the steps continue until the explanation is complete?	
Is it written in simple present tense?	
Does it use <b>time connectives</b> ? e.g. then, next, after a while, etc.	
Does it use <b>causal connectives</b> ? e.g. because, so, this causes, this results in, therefore... etc.	
Are there <b>diagrams</b> or <b>illustrations</b> to help with the explanation? ( <i>Optional</i> )	

# MATERIAL ADAPTATION

Simplifying complex sentence structures without diluting content.

Highlighting key vocabulary and providing visual or contextual support.

Use visuals, diagrams, and graphic organizers to support understanding.

# As mudanças de estado físico da água

Na natureza, a água muda constantemente de um estado físico para outro. Isso ocorre quando a água passa por processos de aquecimento ou resfriamento. A seguir, constam alguns exemplos.

- Quando a água líquida é resfriada e passa para o estado sólido (gelo), essa mudança de estado físico é denominada **solidificação**.
- Ao aquecer o gelo até fazê-lo passar para o estado líquido, a mudança de estado físico que ocorre é denominada **fusão**.
- Quando a água líquida é aquecida e passa para o estado gasoso (vapor), ocorre a **vaporização**, que pode ser lenta ou rápida. A vaporização lenta, como acontece com a roupa que seca no varal, recebe o nome de **evaporação**. A vaporização rápida, com formação de bolhas no interior do líquido, como ocorre com a água em uma panela levada ao fogo, é chamada de **ebulição**.
- No processo denominado **condensação** ou liquefação, o vapor de água é resfriado e passa para o estado líquido.
- Além dessas mudanças de estado físico, a água pode passar do estado sólido diretamente para o gasoso ou do estado gasoso para o sólido, sob determinadas condições ambientais. Esses processos são denominados **sublimação** e **ressublimação**, respectivamente.

## Mudanças de estado físico da água



Representação esquemática das mudanças de estado da água e suas nomeações.



# The states of Matter

Matter has three states. It can be solid, liquid or gas.

## Solid

- Has a definite shape. If you put a ball in a cup, it won't change the shape.
- Has a definite volume. Volume is the amount of space that matter takes up.



## Liquid

- It Does NOT have definite shape. If you put water in a glass from the tap, it will take the form of the container (glass).
- It has a definite volume.



## Gas

- Does NOT have definite shape.
- Does NOT have definite volume.



Water can be found in the three states.



Gas

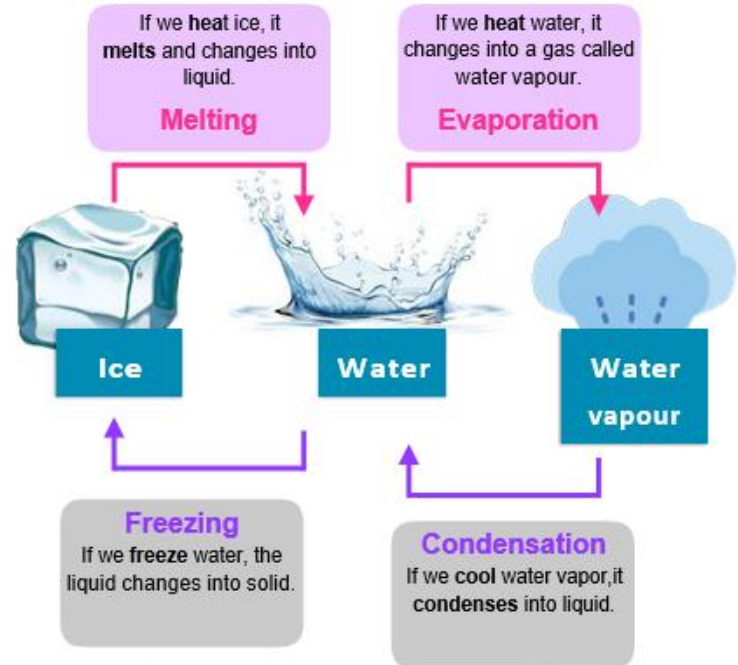


Liquid



Solid

# Changes of state



## Important words



**Shape:** The form of something.

**Volume:** The amount of space that something takes up.

**Heat:** Make something hotter.

**Melt:** To turn from something solid into something liquid.

**Freeze:** Low the temperature of something below 0°C.

**Cool:** Make something cooler.



## What's an ecosystem?

There are many different types of ecosystems on Earth, for example grasslands, ponds, forests, coasts and cities.



**Grasslands** are areas with long and short grasses. There aren't many trees and animals like horses, rabbits and mice live there.

**Forests** are areas covered in trees. They provide oxygen that living things need for respiration. **Tropical rainforests** are hot and humid with a lot of rain. Most of the trees are evergreen, which means they don't lose their leaves. Animals like monkeys, jaguars, frogs and parrots live there. **Temperate forests** have usually got deciduous trees which lose their leaves in winter. Animals like foxes, bears, owls, squirrels and eagles live there.



**Ponds** are freshwater ecosystems. Some plants grow under the water, like pondweed. Other plants have got just their roots under the water, like water lilies. Animals like frogs, fish, ducks and many types of insects live in ponds. Plants next to the pond provide shelter for frogs and birds.

**Coastal** ecosystems appear where the sea meets the land. They can be beaches, coral reefs or **mangroves**. There are a lot of different plants and animals that live there, including fish, turtles and birds. The water isn't very deep so the animals and plants receive a lot of sunlight, which helps them to eat and grow.



An **urban** ecosystem consists of all the living and non-living things in a town or city. These can include buildings, roads, parks, gardens and rivers or streams. Trees provide shade and make the temperature lower. Animals like foxes, cats, pigeons and rats live there.

- Title ✓
- Answer to the title ✗
- Students' will fix their attention to the highlighted words. ✓
- Appropriate information ✓
- Visuals added ✓
- Clear layout ✓
- Source: CLIL world.4º Oxford University Press

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## WHAT IS AN ECOSYSTEM?

An **ecosystem** consists of the interaction of **living organisms** (plants and animals) and **non-living things** (water, rocks, soil, and sand, etc.).

## Types of ecosystems

**GRASSLANDS:** Large areas covered with grasses.

- Not many trees.
- Animals: rabbit, horses, mice.



**FORESTS:** a region with a **high density of trees**.

They provide **oxygen** for the living things.

They can be divided into:



# TASK DESIGN



- Authentic, meaningful tasks



- Focus on language output



- Promote cognitive skills



# LANGUAGE NEEDED FOR TASKS

- 1. Here are different liquids and solids. Make some predictions about what will happen when you mix or heat them.

## CONDITIONALS

### A. PREPOSITIONS

- 2. Look at this painting. Can you describe what you see using more detailed words about size, texture, and feeling?

### B. PAST TENSES

### C. CONDITIONALS

## ADJECTIVES

### D. ADJECTIVES

- 3. You can name the symbols on the map — now explain where they are. Use location words to help your partner find them.

### E. COMPARATIVE FORMS

## PREPOSITIONS

- 4. Look at these environments. How are they similar? How are they different? Write about what you notice.

## COMPARATIVE FORMS

- 5. Think back to the match. What movements did you make? Describe what you did and how you did it.

## PAST TENSES

## DEVELOPING COGNITIVE SKILLS: LOTS/HOTS



- How would a plant's growth be affected if it received less sunlight but more water than usual?
- What are the nine planets?
- Do you think renewable energy sources can fully replace fossil fuels in the next 30 years? Why or why not?
- What is a continent? Can you list all seven continents and point to them on a map?
- Sequence the following inventions on the timeline
- Look at the three paintings and tell your partner which colors are the most dominant.
- Read your partner's report on industrial paints. Comment on how clearly it was written.
- Look at the three paintings and tell your partner which colors are the most dominant.



# COLLABORATION

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- **CONTENT TEACHERS**
  - Ideas,
  - resources,
  - strategies.
- 
- **CONTENT TEACHERS AND LANGUAGE TEACHERS**
  - BICS a CALP.
  - Focus on language-related aspects that facilitate students' access to subject content.



# COMPARING AND CONTRASTING

- Mammals are vertebrates
- They have backbone
- They have lungs
- They are warm blooded
- They have mammary glands to feed their babies
- They give birth to live fully developed babies.

- **e.g. Humans, monkeys, dog, mouse, horse, cat, elephant, Whale, dolphins.**

- Fish are vertebrates
- They have a backbone
- They are cold blooded
- They have fins
- They use gills to breath
- They live in the water
- They lay eggs

- **e.g., cod, eel, goldfish, trout, salmon, plaice, sharks**

# Compare & Contrast

- \_\_\_\_\_ and \_\_\_\_\_ are similar in several ways.
- Both \_\_\_\_\_ and \_\_\_\_\_ have similar \_\_\_\_\_.
- Finally, both \_\_\_\_\_ and \_\_\_\_\_ are different in several ways.
- First, \_\_\_\_\_, while \_\_\_\_\_.
- Secondly, \_\_\_\_\_, but \_\_\_\_\_.
- In addition, while \_\_\_\_\_,
- \_\_\_\_\_.
- Finally, \_\_\_\_\_, while \_\_\_\_\_.

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**Fresh Food**



## Contrasting connectives

***Although, yet, whereas, however, but, unlike, different from, while***



**Canned Food**

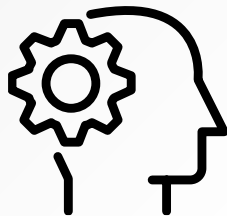


**VS**

## Comparing connectives

***Like, similar, as well as, too, both, the same as, similarly***

# CLIL WORKS WHEN...



**WE ANTICIPATE STUDENTS'  
PROBLEMS**



**WE IDENTIFY THE LANGUAGE  
NEEDED TO ACCESS THE  
CONTENT**



**WE IDENTIFY APPROPRIATE  
TEACHING AND LEARNING  
STRATEGIES**



**WE PREPARE MEANINGFUL AND  
COGNITIVELY DEMANDING  
ACTIVITIES**



**WE PROVIDE THE  
NECESSARY SUPPORT**



**WE INTEGRATE CONTENT AND  
LANGUAGE IN OUR LESSONS**







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