

ACTIVATING LEARNERS' COGNITIVE POTENTIAL IN CLIL

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OUTLINE

- CLIL Challenges
- Cognitive Architecture of the Learner
- Cognitive Load Theory
- Framework for Activating Learner's Cognitive Potential in CLIL
- Application of Framework

CLIL AT TERTIARY LEVEL



LANGUAGE LEARNING IN CLIL

“ [...] language learning within CLIL does not just happen all by itself, but [...] it has to be **planned**, **extended** and **continuously exercised** within the framework **defined by the subject or topic...**”

Vollmer (cited in Bongartz & Rymarczyk 2010:35)

CONTENT LEARNING IN CLIL

“effective content learning has to take account not only of the defined knowledge and skills within the curriculum or thematic plan, but also

how to **apply** these through **creative thinking, problem solving and cognitive challenge**”

Coyle, Hood and Marsh (2010:29)

MULTIPERSPECTIVAL VIEW

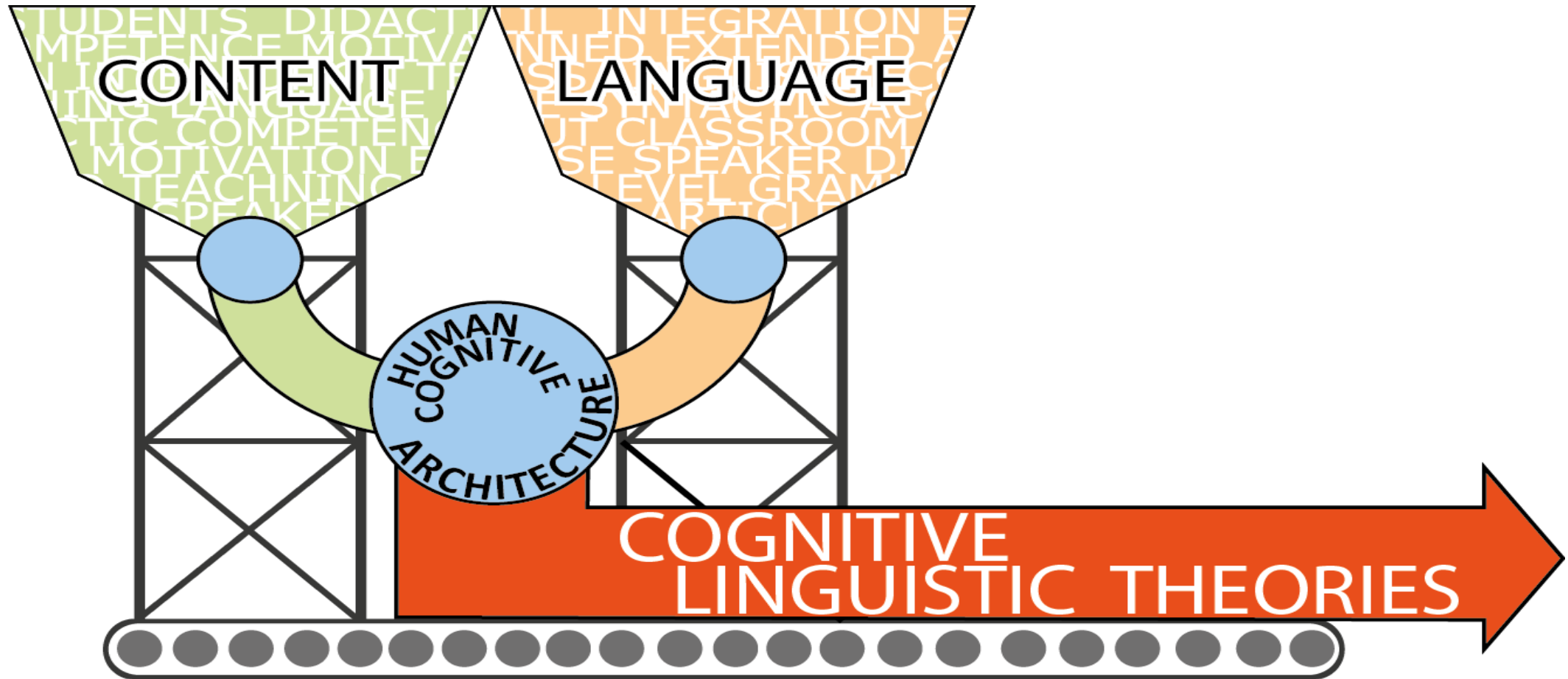
“...an understanding of CLIL as fusion implies a **multiperspectival view** on both language and content, which, taken together, should help us understand the **fusion of language and content**”

Dalton-Puffer et al. (2010: 289)

CLIL CHALLENGES

- getting the balance between content and language
- time needed for the acquisition of content and language (key vocabulary)
- additional workload for students and teachers
- lack of didactic competences
- less interaction with students
- teachers' own linguistic / content competence
- uncertainty in dialogic classroom situations
- teacher identity
- students' expectations
- authenticity
- internationalization
- translanguaging

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COGNITIVE-LINGUISTIC TURN

THE COGNITIVE ARCHITECTURE OF THE LEARNER

- ❖ Language and conceptual thought interact closely
- ❖ The use of an L2 as working language can even enhance this effect (cf. Heine 2010)

5 BASIC PRINCIPLES (ROUSSEL, 2017:72)

- ❖ Information Store Principle
- ❖ Borrowing and Reorganizing Principle
- ❖ Randomness as Genesis Principle
- ❖ Narrow Limits of Change Principle
- ❖ Environmental Organizing and Linking Principle

COGNITIVE LOAD THEORY

three types of cognitive load (Sweller et al., 1998)

❖ *amount of effort used in the working memory*

❖ **extraneous cognitive load**

- way information or tasks are presented to a learner

❖ **intrinsic cognitive load**

- effort associated with task

❖ **germane cognitive load**

- work put into creating a permanent store of knowledge, or a schema

INFORMATION STORE PRINCIPLE

Roussel et al. (2017:73)

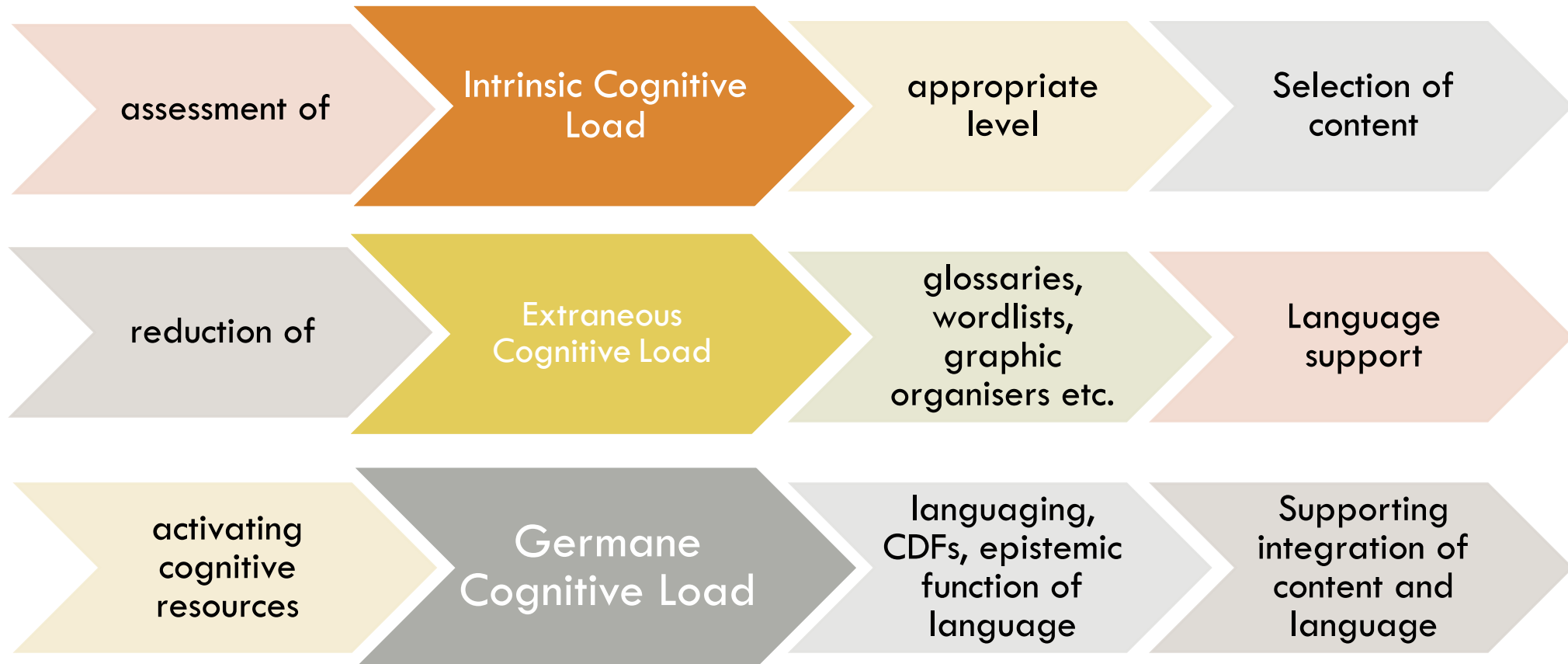
[...] Once linguistic information, either associated with a biologically primary native language or a biologically secondary foreign language has been stored in long-term memory via the information store principle, elements of that information appropriate to the context can be transferred into working memory

REDUCTION OF GERMANE COGNITIVE LOAD ARGUMENT FOR EXPLICIT LANGUAGE INSTRUCTION

“Until that information has been stored in long-term memory, neither listening nor speaking can be used effectively. For this reason, **the foreign language instructional component of CLIL**, which is often missing in higher education and which aims to support second language learning while learning content, **is crucial.**”
(Roussel et al., 2017:73)

LEARNERS' COGNITIVE POTENTIAL IN CLIL

“ACTIVATION” FRAMEWORK



GERMANE COGNITIVE LOAD

Activating cognitive resources

selections of task



implementation

- ❖ Cognitive Discourse Function
- ❖ Linguaging
- ❖ Epistemic Function of Language



APPLICATION OF FRAMEWORK

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**Cognitive Load Theory – “the single most important
thing for teachers to know”**

Greg Ashman

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