



UNIVERSITÀ DEGLI STUDI DI MILANO

DIPARTIMENTO DI SCIENZE  
DELLA MEDIAZIONE LINGUISTICA  
E DI STUDI INTERCULTURALI

# CLIL and scientific English: Focus on syntax

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# Outline

1. Needs analysis
2. The role of syntax
3. Teaching syntax (EFL teachers)
4. Checking syntax (CLIL teachers)



# 1. Needs analysis

Content and Language Integrated Learning (Marsh, Maliers, Hartiala 1994)

A “dual-focused educational **approach** in which an additional language is used for the learning and teaching of both content and language” (Coyle, Hood, Marsh 2010: 13).

“A theoretical **concept**” (Ibid.: 41)

“A shared **vision**” (Ibid.: 63)

Vagueness → **Specificity**



# 1. Needs analysis

For whom?

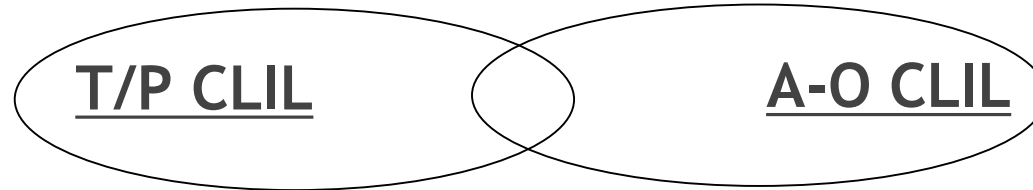
→ Let us be **specific**, customise, tailor-make

Italian technical and professional (vocational / occupational, T/P) as opposed to **academic-oriented** (A/O) secondary schools:

→ T/P CLIL vs **A/O** CLIL



# 1. Needs analysis



- Teenagers / Younger adults
  - Need for accuracy at terminological level
  - Specialised lexicon
  - Will/would-be professionals
  - Immediate entry into market
  - Immediate need for skills
  - Narrow content
- Teenagers / Younger adults
  - Need for accuracy at terminological level
  - Specialised lexicon
  - **Would- /will-be** professionals
  - **Delayed** entry into market
  - Will need to acquire **more** skills
  - **Wider** content

# 1. Needs analysis

A-O CLIL

ELT needs

- Teenagers / Younger adults
- Need for accuracy at terminological level
- Specialised lexicon
- **Would/will-be** professionals
- **Delayed** entry into market
- Will need to acquire **more** skills
- **Wider** content
- **More specific pro** EFL skills
- More **time** to acquire EFL
- **More** EFL skills (quantity)
- **Better** EFL skills (quality)

ELT Criterion vs ELT Norm?  
A/O CLIL → **Norm**



## 2. The role of syntax

Lexicon / Terminology

**Syntax**

Discourse

### Syntax: what for?

- Entering / exiting **university**: entry / exit tests
- Entering the **market**: job interviews, cover letters
- Moving within the market: presentations, confcalls, report writing, job interviews
- **Social purposes**: networking, travelling, IT literacy

Reading, writing, listening, speaking



## 2. The role of syntax

University **exit** level: CEFR B2

University **expected entry** level: CEFR B1

University **actual entry** level: CEFR A2/(B1)\*

**Secondary school exit** level: ...?

- BA in *Mediazione linguistica e culturale*, University of Milan:
  - +T/P freshmen A1 > B1
  - -A/O freshmen B1 > C1





## 2. The role of syntax

### Lexicon vs syntax

In 1977, 583 people died in a plane crash on the airport of Tenerife. It was the worst land plane crash ever, and it was caused, among other things, by a misunderstanding between the control tower and the pilot over the runway to be taken. One said "third", the other understood "first". Since then, they have introduced rigorous listening tests and pronunciation of specialized English for aeronautical operators.

Estival et al. 2016



## 2. The role of syntax

### Lexicon vs syntax

#### Transcript

GND: [...] taxi into the runway and ah- leave the runway third to your left, (background conversation in the tower).

P.A.A.

P2: Third to the left, O.K.

P.A.A.

P2: Third he said.

T: Three.

P.A.A.

C: -ird- one to your left.

P.A.A.

T: I think he said first.

P.A.A.

P2: I'll ask him again.



## 2. The role of syntax

Lexicon vs syntax



## 2. The role of syntax

### Lexicon vs syntax

I'm really honoured to be here and thank you so much for your kind expressions. Consensus for change. Absolutely correct. These message I think I must copy these statement for my next speech in Italy. Because the risk is consensus for consensus, consensus for stay exactly in the same condition of the past. These is the most incredible risk for my country. My country is an incredible country. We love Italy. I think you love Italy. Everybody love Italy. It's impossible --

Renzi 2014, [Speech at Council on Foreign Relations](#), streamed live on 24 Sep 2014.



### 3. Teaching syntax

#### English verb tenses

Present simple

*I study*

Present progressive

*I am studying*

Present perfect

*I have studied*

Present perf. progr.

*I have been studying*

Past simple

*I studied*

Past perfect

*I had studied*

Past perf. progressive

*I had been studying*

Future simple

*I will study*

Future simple progr.

*I will be studying*

Future perfect

*I will have studied*

Future perf. progr.

*I will have been studying*

Conditional simple

*I would study*

Cond.l simple progr.

*I would be studying*

Conditional perfect

*I would have studied*



### 3. Teaching syntax

#### Negative form

*I do not study*  
*I am not studying*  
*I have not studied*  
*I have not been studying*  
*I did not study*  
*I had not studied*  
*I had not been studying*  
*I will not study*  
*I will not be studying*  
*I will not have studied*  
*I will not have been studying*  
*I would not study*  
*I would not be studying*  
*I would not have studied*

#### Interrogative form

*Do you study?*  
*Are you studying?*  
*Have you studied?*  
*Have you been studying?*  
*Did you study?*  
*Had you studied?*  
*Had you been studying?*  
*Will you study?*  
*Will you be studying?*  
*Will you have studied?*  
*Will you have been studying?*  
*Would you study?*  
*Would you be studying?*  
*Would you have studied?*



### 3. Teaching syntax

#### Auxiliary verbs

Present simple	<i>To do (present)</i>
Present progressive	<i>To be (present + pp)</i>
Present perfect	<i>To have (present + pp)</i>
Present perf. progr.	<i>To be (pres. perf. + pr.p)</i>
Past simple	<i>To do (past simple)</i>
Past perfect	<i>To do (past simple + pp)</i>
Past perf. progr.	<i>To be (past perf. + pr.p)</i>
Future simple	<i>Will (+ infinitive)</i>
Fut. simple progr.	<i>To be (future + pr.p)</i>
Future perfect	<i>To have (future + pp)</i>
Future perf. progr.	<i>To have (future + pr.p)</i>
Conditional simple	<i>Would (+ infinitive)</i>
Cond. simple progr.	<i>To be (cond. + ger.)</i>
Conditional perfect	<i>To have (cond. + pp)</i>



# 3. Teaching syntax

## Modal verbs

- Possibility / ability:
  - *can, could, may, might*
- Obligation / suggestion:
  - *must, should, ought to*
- Future / conditional:
  - *will, would, shall*





# 3. Teaching syntax

- Voice
  - Active
  - Passive
- Tense
  - Finite
  - Non-finite

Nouns  
Verbs  
Adjectives  
Adverbs

Pronouns  
Prepositions  
Determiners  
Conjunctions  
Interjections  
Numerals



# 3. Teaching syntax

Logical relationship	Transitions	Coordinate conjunction	Subordinate conjunction
<b>Addition</b>	moreover furthermore in addition also	and nor (when adding another negative)	
<b>Reinforcement/Emphases</b>	in fact indeed clearly		
<b>Exemplification</b>	for example for instance in other words in particular specifically namely		
<b>Similarity</b>	likewise similarly in the same way		
<b>Contrast</b>	however in contrast by contrast on the other hand in spite of this nevertheless otherwise conversely	but yet	although though even though while whereas



# 3. Teaching syntax

Logical relationship	Transitions	Coordinate conjunction	Subordinate conjunction
Result/Effect	therefore consequently thus as a result hence	so	
Time/Chronology	first second third finally then next afterward meanwhile subsequently		when whenever since while before after until as soon as as long as once
Concession	of course granted no doubt		
Summary/Conclusion	briefly therefore overall generally in conclusion		



# 3. Teaching syntax

## English sentence structure (affirmative)

Subject	Frequency Adverbs (A)	Predicate						Object	Complements			Adverbs	NOTES	
		Predicate Simple (A AND/OR B)				Predicate Nominal / Adjective (A=to be AND C)			Place	Time	Other Complements			
		A		Frequency Adverbs (A AND B, B)	B	Frequency Adverbs (verb=to be)	C							
		Primary Auxiliary	Modal Auxiliary				Noun							Adjective
We			can			lexical	Verb							
I		do				lexical	Verb							
They				often		lexical	Verb							
We	never	have		never		lexical	Verb							
She			can			lexical	Verb							
We		are												
He		has												
She		is						the right girl						
You		are						happy						
She		is						lovely						
You	usually	are			usually				at home	on Fridays				
We	seldom	are			seldom			lucky						
He	rarely	does			rarely									
I	usually	am			usually									Short answer



## 4. Checking syntax

### Syntax checklist:

- Singular-plural agreement
- Countable-uncountable nouns
- Articles
- Prepositions
- Verb tenses
  - Present forms
  - Future forms
  - Past forms
  - Duration form
  - Gerunds
- Conjunctions (connectors)
- Sentence structure (affirmative, negative, interrogative)



## 4. Checking syntax

### Checking syntax

- Translation for language check
- Example:
  - Università degli Studi di Milano
  - Traduzione specialistica di lingua Inglese - A.A. 2012-2013
  - Graduate students (*magistrale*)



# 4. Checking syntax

## DARWIN'S OPEN-AIR LABORATORY

### Investigating bees

In an experiment to discover why bees went to certain flowers, Darwin dusted the insects with flour to identify them and then enlisted his children to stand in a line across Great House meadow beyond the main garden. When a floury bee went past the child had to run after it to see which flowers it was going to, known as 'buzzing places', which they then mapped. It was the first time that bumble bees were known not simply to visit flowers randomly but to follow set trails or flight paths. Darwin noted “How on earth do bees coming separately out of nest discover same place, is it like dogs at corner-stones?” These places were later found to be marked by chemical secretions or pheromone trails.

Source

English Heritage (2012), “Darwin’s open-air laboratory”, retrieved at <http://www.english-heritage.org.uk/daysout/properties/home-of-charles-darwin-down-house/garden/open-air-laboratory/> on 1 October 2012.



## 4. Checking syntax

### IL LABORATORIO ALL'ARIA APERTA / ALL'APERTO DI DARWIN

Esaminare le api / Lo studio sulle api / Studiando le api / Indagine sulle api / Analizzando le api / Lo studio delle api

Nel corso di un esperimento per scoprire il motivo per il quale le api vanno / preferissero / andassero / si posassero su verso certi / determinati fiori, Darwin cosparses gli insetti con della farina in modo da identificarli / riconoscerli ed in seguito arruolò / ingaggiò / incaricò i suoi figli affinché si disponessero lungo una linea / allinearsi che attraversava il prato della Great House oltre il giardino principale.

Al passaggio di un'ape / Quando un'ape sporca / ricoperta / contrassegnata / infarinata di farina passava, uno dei bambini / il bambino / un bambino / figli doveva seguirla per vedere verso quali fiori si dirigeva / si dirigesse / si sarebbe posata; mapparono così i cosiddetti buzzing places / luoghi di ronzio / “luoghi di ritrovo”.

Fu la prima volta in cui si scoprì che i bombi non si posavano semplicemente sui fiori in modo casuale, ma seguivano una serie di traiettorie di volo definite.

Darwin si annotò “Com'è possibile che api provenienti separatamente dall'alveare scoprano uno stesso posto come fosse l'angolino dei cani?” Si scoprì più tardi che questi posti erano marcati con secrezioni chimiche o tracce di feromoni.





# Thank you

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