

Content and language Integrated Learning —CLIL

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ACTIVITY 1

- Have you heard the term “CLIL” before?
- When you think of the term “content”, what do you believe it might refer to?
- If you are aware of CLIL, is it adopted in your school system? Where? How? If it is not adopted, do you know why?

Click the link above the video to share your views on the Forum if you haven't done so yet

ACTIVITY 1

Read the following **definitions of CLIL** and reorder them from 1 (the one that best matches your understanding of CLIL) to 6 (the one that is most distant)

CLIL is an approach which integrates the teaching of content from the curriculum with the teaching of a non-native language.	
CLIL is a meaning-focused learning method.	
CLIL is an approach that may concern languages, intercultural knowledge, understanding and skills preparation.	
CLIL is an evolving educational approach to teaching and learning where subjects are taught through the medium of a non-native language.	
CLIL is an umbrella term used to talk about bilingual education.	
CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.	

CLIL: A European trans-national/-lingual approach

CLIL-EMILE-AICLE-CLILiG

- **CLIL** - *Content and Language Integrated Learning*
- **EMILE** - *Enseignement d'une Matière par l'Intégration d'une Langue Etrangère*
- **AICLE** - *Aprendizaje Integrado de Contenidos y Lenguas Extranjeras*
- **CLILiG** – *Integriertes Fremdsprachen- und Sachfachlernen*

What are we going to discuss with regard to CLIL?

- Where did CLIL **originate** and why?
- **Theories, methods and approaches** behind CLIL
- CLIL in **Europe**:
 - the rationale for its spread in multilingual countries
 - the role of English
- CLIL: a **polysemous** notion
- CLIL **principles**
- CLIL **lessons** vs ELT **lessons**
- **Language** in CLIL
- **Content** in CLIL

Theories behind CLIL

- Theories on learning and cognition
- Bloom's Taxonomy
- Humanistic Approaches
- Second Language Acquisition (SLA) theories
- Communicative Approach
- Cummins's BICS & CALPS
- English for Specific Purposes
- Project Work
- Task-based Learning
- Authenticity theories
- Communicative & Mediation strategies
- Authentic assessment

Origins of CLIL

1965 – **Immersion programs** in Canada and in the USA.
Approaches promoting the integration of language and cognition, such as

- **CBLT** *Content-Based Language Teaching*
- **CALLA** *Cognitive Academic Language Learning Approach* (O'Malley&Chamot, 1996)

1966 – UK LAC – **Language Across the Curriculum**

1978 – The **European Commission** (EC) policy

1994 - Acronym **CLIL** coined by David Marsh

- CLIL used to designate **teaching subjects to students through a foreign language**

Origins of CLIL

Main supporting notions in CLIL are Jim Cummins's **BICS & CALPS**

- **BICS - Basic Interpersonal Communicative Skills:**
Skills needed for everyday conversational talk—Tasks associated with BICS are usually less demanding
- **CALPS - Cognitive Academic Language Proficiency:**
Cognitively demanding and often impersonal language of academic learning—Cognitive processes include: identify criteria, justify opinions, form hypotheses and interpret evidence

Origins of CLIL

*“..the European launch of CLIL during 1994 was both **political** and **educational**. The **political driver** was based on a vision that mobility across the EU required higher levels of language competence in designated languages than was found to be the case at that time. The **educational driver**, influenced by other major bilingual initiatives such as in Canada, was to design and otherwise adapt existing language teaching approaches so as to provide a wide range of students with higher levels of competence.”*

(Marsh, 2012:1)

ACTIVITY 2

1) What do you regard **CLIL's most important principle**?

- Now listen to Do Coyle's interview on CLIL n. 1
- What is the first principle of CLIL according to Do Coyle?

2) Which are for you the **advantages and the challenges of CLIL**?

- Now listen to Do Coyle's interview on CLIL n. 2
- Do the advantages and the challenges mentioned by Do Coyle match your ideas about CLIL advantages & challenges?
- If not,, what did Do Coyle mention that you had not thought of?

Click the **link** under the video to share your views

101 shades of CLIL or the several definitions of CLIL

- Within CLIL, language is used as a medium for learning content, and the content is used in turn **as a resource for learning languages** (European Commission, 2005: 2)
- CLIL is a **dual-focused educational approach** in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. **Each is interwoven**, even if the emphasis is greater on one or the other at a given time. (Coyle, Hood & Marsh, 2010: 1)
- Achieving this two-fold aim calls for the development of a special approach to teaching in that the non-language subject is not taught in a foreign language but **with and through a foreign language**. (Eurydice, 2006: 8)

CLIL Contexts: Teachers

Different notions of CLIL in different multilingual contexts inevitably lead to:

- Variety of implementations at different school levels and according to the **educational & language policies**
- Different **curricular implementation & assessment regulations**
- Different foreign languages (in Europe **mostly English**)
- Different teachers: Native (NS) and Non native speakers (NNS)
- At school: FL NNS teachers, EL NNS teachers only, Subject NNS teachers
- At university (**EMI**): Subject lecturers (NNS), Subject specialists (NNS)
- CLIL teachers need a **specialised teacher education** program (e.g. in Italy where CLIL is compulsory in some levels of the curriculum, this is compulsory)

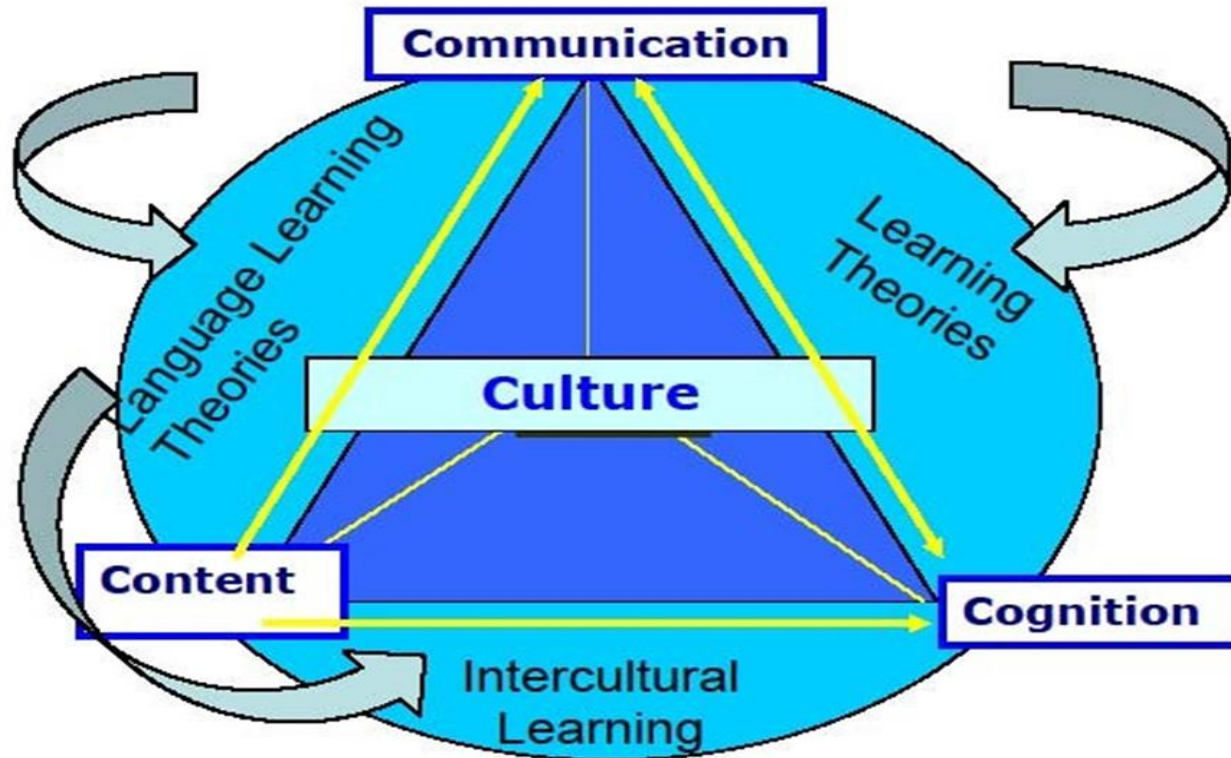
Differences in methodology between ELT and CLIL

(J. Clegg, IATEFL 1999)

	ELT	CLIL
Syllabus	Focus on language	Focus on content
Unit length	<ul style="list-style-type: none"> • Follow textbook unit • Focus on language objectives • Short, varied activities 	Units longer, because focus on: <ul style="list-style-type: none"> • Topics • Tasks • Skills
Lesson planning	Focus on: <ul style="list-style-type: none"> • Language • Oral work • Controlled input and practice 	<ul style="list-style-type: none"> • Objectives will be content-oriented • Need to analyse language required • Provide language support • Emphasise LRW skills
Task design	Focus on: <ul style="list-style-type: none"> • Oral work • Productive skills • Controlled practice 	<ul style="list-style-type: none"> • Subject-matter tasks • Emphasise diagrams/visuals • Provide language support • Include more reading/writing tasks
Language choice	Ideally: <ul style="list-style-type: none"> • Teacher as model, teacher speaks in TL at all times • Learners use L2 whenever possible 	<ul style="list-style-type: none"> • Learners may use L1 • Teachers may use L1 for specific purposes • Agree ground rules for private/public uses of language

CLIL: the 4 Cs (Doyle)

The 4Cs Conceptual Framework



Meeting Minds: towards holistic views of the curriculum

Using language: the paradox of CLIL

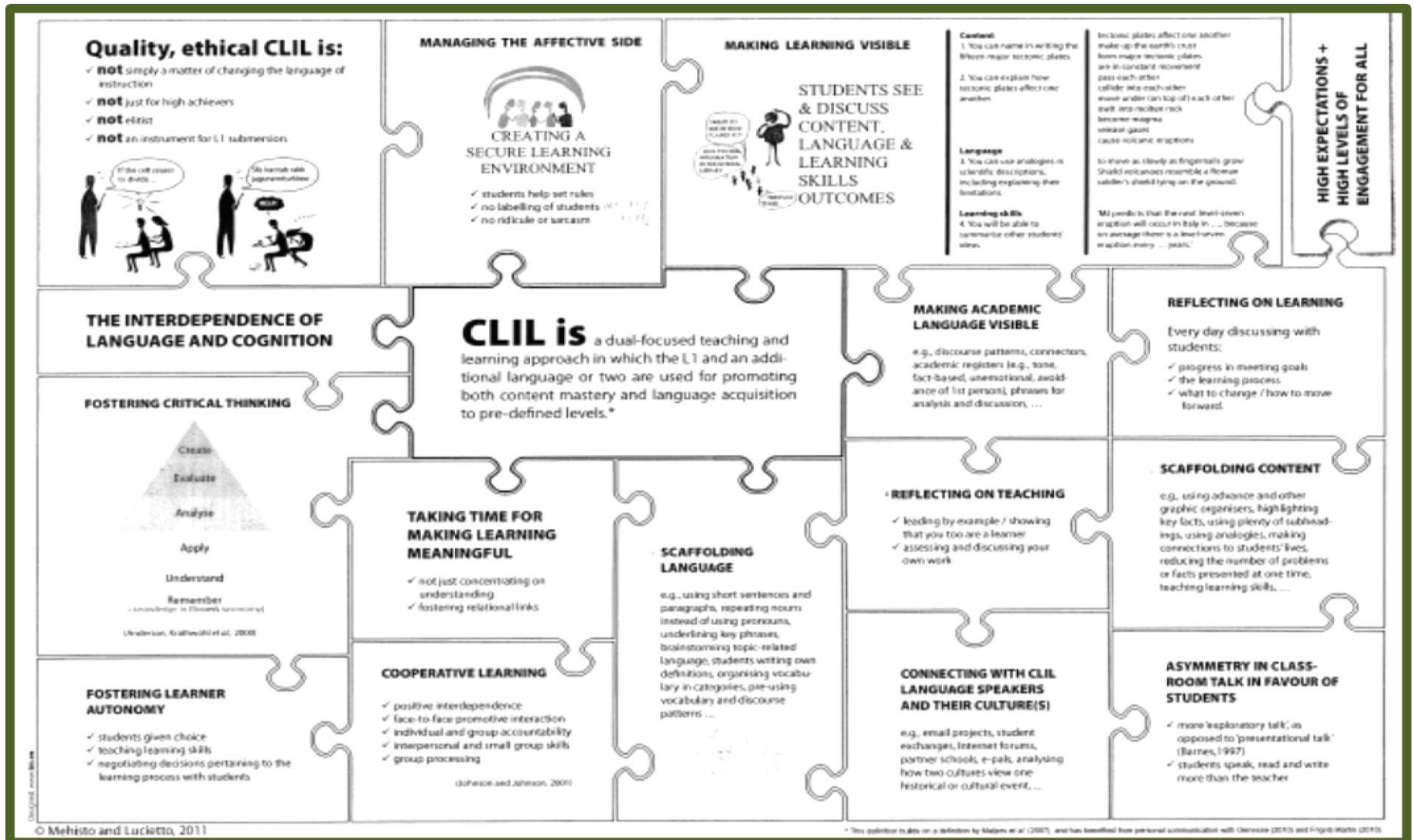
- Language is a system which relates what is being talked about (**content**) and the means used to talk about it (**expression**)
- **Linguistic content is inseparable from linguistic expression**
- In **subject matter learning** we overlook the role of language as a medium of learning and in **language learning** we overlook the fact that content is being communicated (Mohan, 1986)
- And this is particularly true for ENGLISH as used in multilingual classrooms, i.e. **English as a Lingua Franca**

Language and languaging in content learning

- Teaching *through* and *in* the FL/SL requires **attention to oracy & literacy** (Coyle, 2006)
- Need to reconceptualise issues in *teacher education* & devise **new constructs for learning & assessment**
- In CLIL teacher education courses, teachers should be guided in the use of **noticing & languaging tasks**
- Development of effective **subject-specific literacies**, underlining of the role of **cognitive discourse functioning**, and the need for **pluriliteracies**
- If CLIL teachers are subject teachers, these tasks should be used within the practicum—when they revisit their content teaching through language

**LANGUAGE AWARENESS is inevitably central
in the CLIL lesson**

ACTIVITY 3—Identify 2 sections of this CLIL summary that would fit in a CLIL ELF-aware approach & explain why



ELF in and through CLIL

Implications for teacher education

Adopting a **plurilithic perspective** teachers would...

- resort to a variety of **multimodal resources in multilingual contexts**
- use tasks and activities engaging learners in comprehending NNSs **using English in 'authentic' exchange contexts**
- involve learners in **'noticing' similarities & differences in L1 & L2 and non standard forms**
- **encourage out-of-school experiences**, through a process of active mediation with & appropriation of non standard English

Activity 4—How CLIL are you?

(adapted from Rose & Tanner, 2012: 15)

A CLIL classroom is different from a standard classroom. **To what extent is your classroom a CLIL classroom?**

Download and carry out the simple **Questionnaire** under the video to find out!

Then, click the link of **Activity 4** (also under the video) to go to the **Forum** and share your findings with your colleagues.

How much “**CLILness**” is there in your classroom?

To what extent is CLIL integration **appropriate** in your classroom? **Why?** If it is appropriate, what could you **do** towards that direction, based on the findings of the Q.aire?

Activity 4—How CLIL are you?

(adapted from Rose & Tanner, 2012: 15)

- A CLIL classroom is different from a standard classroom. Let's look at ways you **start a lesson**
- Tick the frequency of your actions for each of the 6 tables to understand how you already teach in a CLIL perspective. At the end add your scores (from Always=4, to Never=0).

Statements	always	often	sometimes	occasionally	never
ACTIVATING					
1. At the start of a lesson or topic, I find out what learners know about the topic.					
2. At the start of a lesson or topic, I find out what language related to the topic learners already know.					
3. I use visuals (photos, video, drawings, etc.) to introduce new topics.					
4. I use hands-on activities (experiments, objects, etc.) to introduce new topics.					
5. I use graphic organisers (mind maps, tables, charts, diagrams), which learners complete, to find out and organise what learners know about a topic.					
6. I ask learners to talk to each other when I am activating their prior knowledge.					

Activity 4—How CLIL are you?

(adapted from Rose & Tanner, 2012: 15)

- A CLIL classroom is different from a standard classroom. Let's look at ways **you guide your learners' understanding**
- Tick the frequency of your actions for each of the 6 tables to understand how you already teach in a CLIL perspective. At the end add your scores (from Always=4, to Never=0).

GUIDING UNDERSTANDING	always	often	sometimes	occasionally	never
7. I provide different sorts of input (multimodal input) – texts, pictures, real objects, videos, models – to help my learners understand the topic.					
8. I formulate and use different kinds of questions – some related to LOTS (lower-order thinking skills) and others related to HOTS (higher-order thinking skills) to help learners understand input and process information actively.					
9. I encourage my learners to interact in my classes and use a lot of pair and group work.					
10. I use graphic organisers or other forms of support to help my learners understand input.					
11. I use a number of strategies or activities to help learners improve their reading and listening skills.					
12. I work actively with my learners on developing their thinking skills.					

Activity 4—How CLIL are you?

(adapted from Rose&Tanner,2012:15)

- A CLIL classroom is different from a standard classroom. Let's look at ways you **focus on language**
- Tick the frequency of your actions for each of the 6 tables to understand how you already teach in a CLIL perspective. At the end add your scores (from Always=4, to Never=0)

FOCUS ON LANGUAGE	always	often	sometimes	occasionally	never
13. I use a variety of activities to help my learners to recycle vocabulary related to my subject.					
14. I help learners notice how language is used in my subject, for example we look together at the grammar or we work on the vocabulary of the subject.					
15. I help learners notice the similarities and differences between English and their first language.					
16. In my classes, learners use a personal vocabulary file actively.					
17. I help my learners learn and use subject-specific terminology.					
18. I discuss ways of learning words with my classes.					

Activity 4—How CLIL are you?

(adapted from Rose&Tanner,2012:15)

- A CLIL classroom is different from a standard classroom. Let's look at ways you **focus on speaking**
- Tick the frequency of your actions for each of the 6 tables to understand how you already teach in a CLIL perspective. At the end add your scores (from Always=4, to Never=0)

FOCUS ON SPEAKING	always	often	sometimes	occasionally	never
19. Learners often speak in English during my classes, i.e. I encourage spoken output.					
20. I use speaking frames or graphic organisers to support learners' speaking.					
21. I use a varied repertoire of speaking activities.					
22. I use a lot of pair and group work.					
23. My learners learn to speak about my subject for different audiences, informally and formally.					
24. I create speaking activities with information gaps so learners need to communicate.					

Activity 4—How CLIL are you?

(adapted from Rose&Tanner,2012:15)

- A CLIL classroom is different from a standard classroom. Let's look at ways you **focus on writing**
- Tick the frequency of your actions for each of the 6 tables to understand how you already teach in a CLIL perspective. At the end add your scores (from Always=4, to Never=0)

	always	often	sometimes	occasionally	never
FOCUS ON WRITING					
25. Learners often write in English for me, i.e. I encourage written output.					
26. My learners learn to write different types of texts in my subject.					
27. I use writing frames or graphic organisers (e.g. diagrams, tables, model texts) to help my learners organise their writing.					
28. I help learners with the different stages in writing (brainstorming, organising ideas, drafting, editing)					
29. When learners write for me, they know what the aim is, who their audience is and the text-type they are writing.					
30. I help learners move from concrete to abstract language in their writing.					

Activity 4—How CLIL are you?

(adapted from Rose&Tanner,2012:15)

- A CLIL classroom is different from a standard classroom. Let's look at ways you **focus on assessment & feedback**
- Tick the frequency of your actions for each of the 6 tables to understand how you already teach in a CLIL perspective. At the end add your scores (from Always=4, to Never=0)

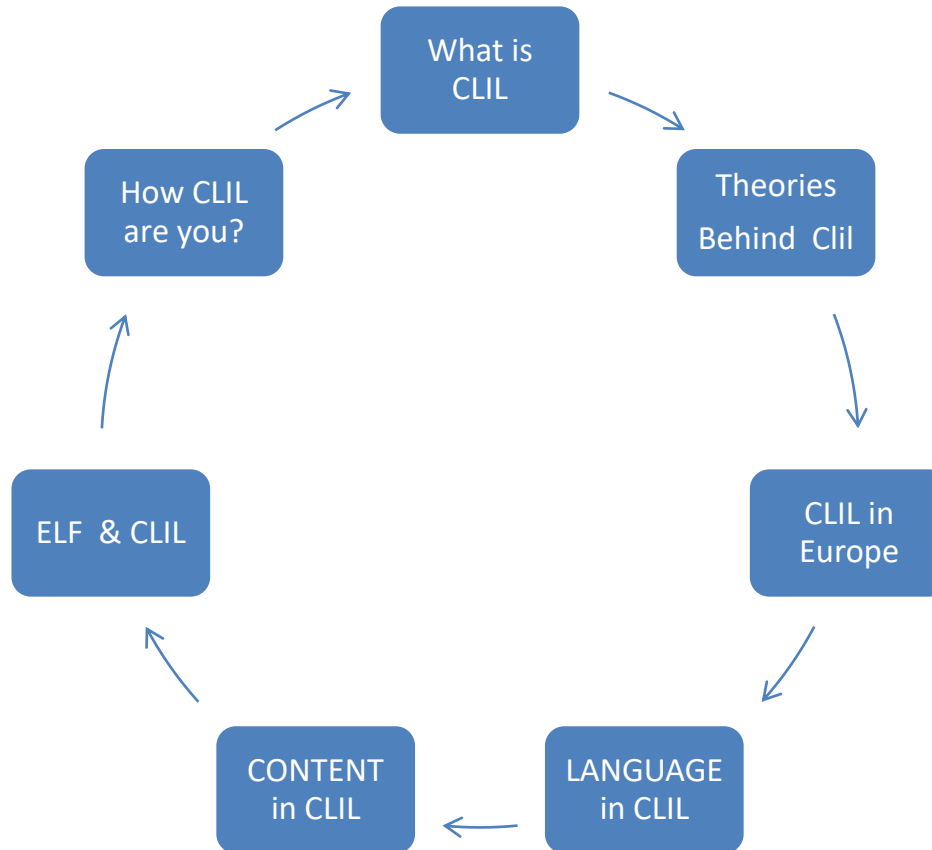
ASSESSMENT, REVIEW AND FEEDBACK	always	often	sometimes	occasionally	never
31. I use a variety of ways to assess my learners on both content and language.					
32. My learners give each other feedback on their spoken/written language.					
33. I give feedback to my learners on their language.					
34. I give marks for my learners' use of language as well as for my own subject.					
35. I provide clear assessment criteria when learners present or write for me.					
36. I know how to design and use a rubric.					

Activity 4—How CLIL are you?

(adapted from Rose&Tanner,2012:15)

- **A CLIL classroom is different from a standard classroom**
- **Let's look at How CLIL you are**
- **Add your scores for each of the 36 statements and read below your degree of 'CLILness'**
- **Over 100**, you are most likely a well-informed and experienced CLIL teacher—You understand why you are teaching CLIL and how to put it into practice
- **Between 75 and 100**, you are on your way to being an effective CLIL teacher already applying many aspects of CLIL methodology
- **Between 35 and 70**, you are a teacher who is starting to integrate language with content
- **Below 35**, you are probably a beginning teacher who will start thinking about how to integrate more language into teaching practice
- **FORUM Activity: Report your results in the FORUM, share your results and your comments with your colleagues**

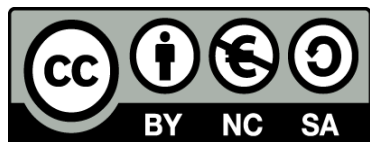
What have you learnt about CLIL?



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