

2.3.2 Employing Content and Language Integrated Learning

Transcript

Slide 1

Hello! Welcome to the subsection on CLIL for language learning of the ENRICH course. Content and language integrated learning is part of the section on methods and approaches, because CLIL has established itself as an approach/method that has proved very successful for language and content learning. CLIL can be particularly effective in an ELF-aware perspective language teaching approach since CLIL is mostly being used by non-native English language teachers as well as by non-native content teachers whose use of English is primarily aimed at achieving successful communication more than just performing good English.

Slide 2

Let's thus start with a preliminary activity aimed at triggering your knowledge and experience of CLIL.

- Have you heard the term "CLIL" before? I'm almost sure you have, but what about the words that compose its acronym? Content, Language, Integration and Learning are you clear about their individual meaning as well as about their integration?
- When you think of the term "content", what do you believe it might refer to? What do you understand by the use of "integrated"?
- Is CLIL adopted in your school system? Where? How? If it is not adopted, do you know why?

Click the link to share your answers to the above questions with your colleagues on the Forum.

Slide 3

Let's now further explore the notion of CLIL by carrying out an activity. Make sure you have the text of the activity as a handout in front of you, stop the video and take your time to carry out the activity, so...

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). There is not a correct answer, because you are asked to express your own view on CLIL, still all the definitions provided are worth exploring. Take a note of **your**

own view of what best matches your understanding and get back to it at the end of this section.

Slide 4

CLIL is **A European trans-national/-lingual approach**, as you can see it has been defined in different languages using diverse acronyms:

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*

Slide 5

What is going to be presented in this subsection.

- 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
- **ELF in CLIL: Why?**

Slide 6

CLIL is based upon a sound theoretical background, because it is the result of research on:

- Theories on learning and cognition
 - It adopts Bloom's Taxonomy
 - It uses Humanistic Approaches
 - It takes into account Second Language Acquisition (SLA) theories
 - It is based upon the Communicative Approach
 - It is closely connected to Jim Cummins's BICS (Basic interpersonal communicative skills) & CALPS (Cognitive academic language proficiency skills)
 - It deals with content; English for Specific Purposes theories underlie its main principles.
 - It encourages learning through Project Work
 - Task-based Learning is central in its implementation
- It is based upon theories of Authenticity

- It encourages the use of Communicative & Mediation strategies according to the theories behind them.
- Its forms of assessment and evaluation are based on Authentic assessment theories.
- All these theories compose the backbone of CLIL, this is one of the reasons why it has been so successful.
- I'd add also the theories on English as a Lingua Franca, because they match the CLIL approach whereby the most relevant outcome is enhancing effective communication among non-native users of English.

Slide 7

But, when and where did CLIL originate?

We will need to go to the other side of the pond and consider the

1965 – **Immersion programs** in Canada and in the USA, as the first attempt to combine content and language learning.

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)

For the first time clearly contributed to establish the theories behind cognitive and language learning. Fundamental was in this respect the so-called CALLA model.

At the same time on the European side of the pond the fundamental movement in favour of the relevance of language for learning and of the role of enhancing language across the curriculum spread out in the UK

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

But it was in 1979 with the European Commission policy that a major focus on content and language learning was established and the acronym CLIL was coined by David Marsh to designate **teaching subjects to students through a foreign language**

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

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

Slide 8

Fundamental, as already mentioned, for CLIL were

Jim Cummins's notions of **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

Slide 9

As David Marsh said:

"..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."

Slide 10

Let's now use **activity 2** to learn more about CLIL

Answer the following question:

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

Jot down your answer, then **stop this video and click to listen to Do Coyle's first interview on CLIL (n. 1)**, then answer the following question:

- What is the first principle of CLIL according to Do Coyle?
Check your original answer, does it match with what Do Coyle said? If not, what does Do Coyle say that enriched your idea of CLIL?

Now answer the following:

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

Jot down your answer, then **stop this video and click to listen to Do Coyle's second part of her interview on CLIL (n. 2)**, then answer the following question:

- **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 with your colleagues in the Forum.

Slide 11

Now, **let's look at some of the several definitions that have been used for 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)
- **Choose the one that best represents CLIL, why?**

If you wish, you can share your thought on the FORUM, but remember to click the link under the video!**

Slide 12

Different notions of CLIL in different multilingual contexts inevitably imply:

- A 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).

Slide 13

In his very interesting contribution on CLIL, John Clegg highlighted the differences in methodology as adopted by language teachers vs CLIL teachers in terms of the focus in the syllabus, the units, the lessons, the task design and the language choices.

Read the table and think of your own context and experience, **to what extent do you recognize yourself in one of the two types of teachers?**

What strikes you as most important if you were to use CLIL in a multilingual class in order to teach ELT in an ELF aware perspective?

Slide 14

Coyle developed an important framework for CLIL, **the 4Cs framework?**

Please watch carefully the **visual** in the slide:

The framework starts with **content** (such as subject matter, themes, cross-curricular approaches) and focuses on the **interrelationship between content** (subject matter), **communication** (language), **cognition** (thinking) and **culture** (awareness of self and 'otherness') to **integrate learning** (content and cognition) and **language learning** (communication and cultures). It unites learning theories, language learning theories and intercultural understanding, because....

1. **Subject matter** is not only about acquiring knowledge and skills, it is about the learner constructing his/her own knowledge and developing skills (Lantolf, 2000; Vygotsky, 1978);
2. **Acquiring subject knowledge, skills and understanding** is related to learning and thinking (cognition). To enable the learner to construct an understanding of the subject matter, the linguistic demands of its content must be analysed and made accessible);
3. **Thinking processes (cognition)** need to be analysed for their linguistic demands (Bloom, 1984; McGuinness, 1999);
4. **Language needs to be learned in context**, learning through the language, reconstructing the subject themes and their related cognitive processes e.g. language intake/output (Krashen, 1985; Swain, 2000);
5. **Interaction in the learning context is fundamental to learning**. This has implications when the learning context operates through L2 (Pica, 1991; van Lier, 1996);
6. **The relationship between cultures and languages** is complex. Intercultural awareness and learning is fundamental to CLIL (Byram, Nicols, and Stevens, 2001).

Slide 15

What has been presented so far shows how important language is in CLIL. Using language is the paradox of CLIL. Let's see why.

- 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**.

Slide 16

If language is central for learning in CLIL, we need to pay particular attention to some aspects.

- 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

What do we mean by 'noticing' and by 'languaging'?

When learners "**notice**" new language, they pay special attention to its form, use and meaning. It is an important part of the process of learning new language,

especially in acquisition-driven accounts of language learning, when learners at some point in their acquisition, notice their errors in production. Noticing will only occur when the learner is ready to take on the new language.

“Languaging” is the use of language to mediate cognitively complex acts of thinking. It is “the process of making meaning and shaping knowledge and experience through language” Languaging mediates learners’ language learning by drawing their attention to language-related problems they may have and by giving them tools to reason with (Swain, 2006).

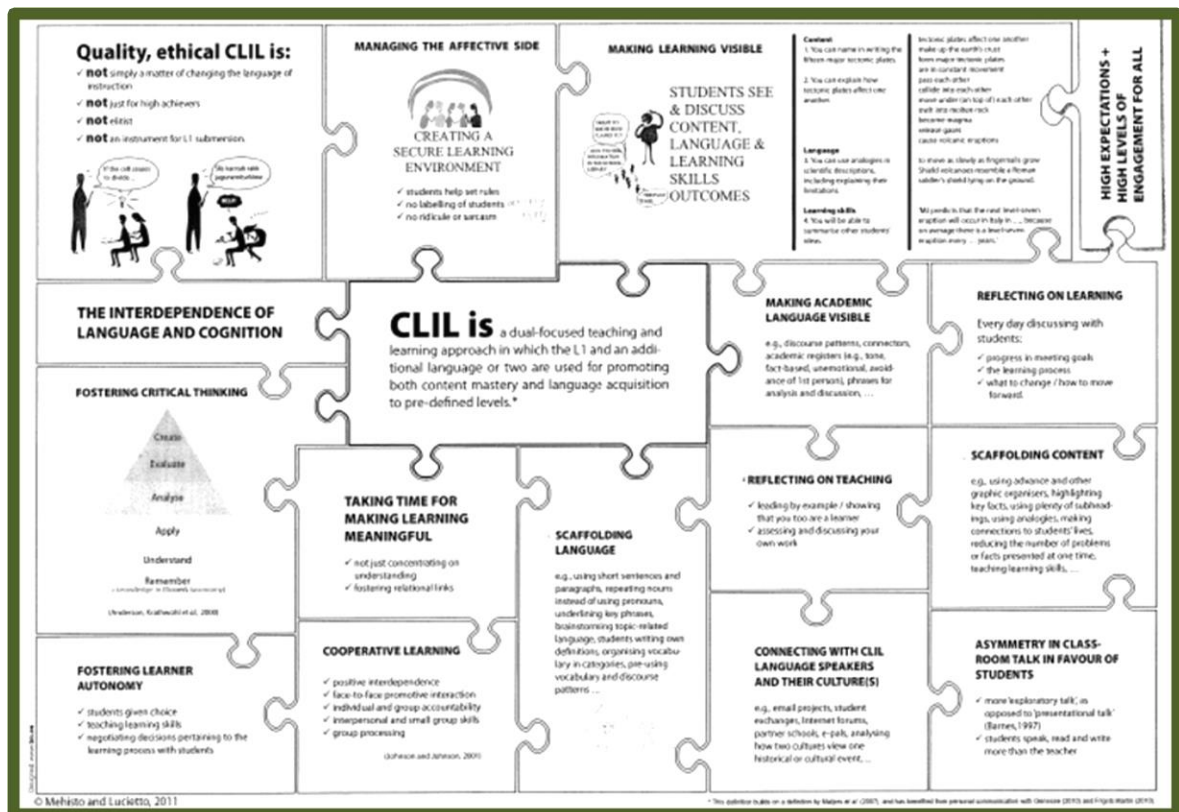
- Development of effective subject-specific literacies, underlining of the role of cognitive discourse functioning, and the need for pluriliteracies,
- If CLIL teachers are subject teachers, these tasks should be used within the practicum—when they revisit their content teaching through language.

LANGUAGE AWARENESS is thus inevitably central in the CLIL lesson.

Slide 17

In **Activity 3** there is a summary of different aspects of CLIL .

Stop this video, take the printed handout, read it and then decide which of these aspects could fit in a CLIL ELF-aware approach and explain why. Jot down your ideas and, if you feel like, click the link below and share your ideas with your colleagues in the Forum**



Slide 18

If CLIL can represent a useful method in an ELF-aware approach in ELT, there are some unavoidable 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

Slide 19

Let's start with a preliminary question before carrying out Activity 4 that is all based upon a questionnaire on your CLILness!

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

Now, take **the first of the 6 sections** of the questionnaire (Handout 1)
HOW CLIL ARE YOU?

Slide 20

- 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 statements to understand how you already teach in a CLIL perspective. At the end add your scores** (from Always=4, to Never=0).

Slide 21

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

Slide 22

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

Slide 23

- 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)

Slide 24

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

Slide 25

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

Slide 26

- **A CLIL classroom is different from a standard classroom**
- Let's look at your results in the How CLIL you are questionnaire.
- 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

Share your results and your comments with your colleagues in the Forum, remember to click the link below!

Slide 27

To conclude this subsection, let's summarize what we have learnt about CLIL. Go back to your original note when – at the beginning of this subsection - you jotted down what you knew about CLIL.

- We most probably added more information to what I'm sure you already knew about CLIL
- We looked at the several important theories CLIL is based upon
- But we also traced back the origins of CLIL in both North America and Europe
- Of particular relevance was the overall role of CLIL in Europe and in European language policies
- LANGUAGE in CLIL was thoroughly presented and discussed with a clear hint at ELF awareness because CLIL de facto goes beyond mere language learning and it represents different instantiations of English.
- CONTENT in CLIL was the section where the cognitive implications of learning content through language were highlighted
- ELF & CLIL We also explored your personal reactions to CLIL in an ELF-aware perspective.
- The final questionnaire took you into a CLIL classroom and asked you to observe yourself as a CLIL teacher with an eye on the ELF implications
- So, How CLIL are you?

In view of your future language teaching I do hope that you have been enriched by discovering or better re-discovering CLIL for language learning in an ELF aware perspective.

So, now goodbye as long as it goes!