CLIL AND TEACHING PRACTICES

Sylvia Sommer

MCF anglais

Université Lyon2

Aims of the workshop

- To know what CLIL is

- To understand its aims

- To raise awareness of factors to be considered in teaching

WHAT IS CLIL?

- **C**ontent and **L**anguage **I**ntegrated **L**earning or in French EMILE, *enseignement de matieres par intégration d'une langue étrangere*

- CLIL is a term first coined by David Marsh in 1994.

- approach to language learning advocated by the European Commission during the 1990s.

- evolving approach or method

- integrates the teaching of content from the curriculum with the teaching of a non-native language

In other words :

a dualfocused approach

in which an additional language is used for the learning and teaching of both content and language.

Using languages to learn, and learning to use languages

And DNL???

What does this mean for teachers?

- Change their methodological approach

- Adapt existing materials or design their own to fit their particular contexts

- Work within a more language-enhanced paradigm: think more carefully about the crucial role of language in their specialist fields

Ball, 2009

- Oh yes. Lots more.
- really powerful three-way combination of elements that CLIL enables. A 'trinity' based on three classroom considerations:
- Concepts
- Procedures (skills)
- Language

For the teacher

- CLIL encourages (requires) all teachers to change their perspective on and relationship to the language they are using every day in class.
- it makes them more aware of language means
- it improves teacher and student communication skills.
- it helps them to help students with learning, comprehension and production problems

- This is why it is strongly recommended that the design of a CLIL course starts from an analysis of the language of the curricular subject. The course designer can then create tasks and activities suitable for focusing on the target language as well as on the subject content.

CLIL is important because :

- knowledge of another language helps learners
    - to develop skills in their own language
    - to develop skills to communicate ideas in different subjects to people around the world

- the learning experience is different : construction v instruction

- thinking and learning skills are integrated

- new challenges for teachers and learners

The benefits of CLIL for the learner

- introduction of new concepts through studying the curriculum in a non-native language

- improvement of production of the language of curricular subjects

- improvement of performance in subjects and target language

- increase in confidence in target language and L1

So we could say :

- The benefits of CLIL may be seen in terms of
- cultural awareness,
- internationalisation,
- language competence,
- preparation for both study and working life, and
- increased motivation.

But most of all …

- It develops confident learners

- Enhances academic cognitive processes

- Enhances communication skills

- Encourages intercultural understanding

Why?

- To be successful, a CLIL course is probably built around pedagogical and academic tasks engaging students in learning by doing, which comprises acting, observing and reflecting on the data collected, while exposing them to the target language .

Because:

- 4 Cs are in constant interplay :

  - content
  - communication
  - cognition
  - culture

What does this mean for our teaching?

Content : Progression in new knowledge, skills and understanding.

- we need to analyse the content for its language demands and to present content in an understandable way

Communication : Interaction, progression in language using and learning.

- subject language in both oral & written forms
- More STT and less TTT
- Self-evaluation & peer/group feedback

- Cognition : Engagement in higher-order thinking and understanding, problem solving, and accepting challenges and reflecting on them.

- Cognitive or thinking skills are promoted

- Reasoning, creative thinking & evaluating

- We need to analyse thinking processes for their language demands & to teach the language of expressing thoughts & ideas

- **Culture** : 'Self' and 'other' awareness, identity, citizenship, and progression towards pluricultural understanding.
- Cross-cultural knowledge to understand others and ourselves
- Awareness of responsibilities of global & local citizenship
- Beyond the classroom links with partnership schools, the Internet to communicate with learners across the world

Core principles of a CLIL programme

- Subject dictates what language support is needed
- The four skills are a means to learn more information
- They are a way of displaying understanding
- Subject content may be approached in an interdisplinary way
- Less subject matter will be covered
- Materials and communication are authentic
- Learning is active whenever possible
- Learning needs to be scaffolded, supported and structured
- Close cooperation between teachers is important

For the teacher : to become a CLIL practitioner

Need to develop at the same time:

Learners' language skills including   >

- Writing skills
- Listening skills
- Speaking skills
- Reading skills

Learners' subject knowledge

Basically :

Classroom principles

- Language is used to learn as well as to communicate

- It is the subject matter which determines the language needed to learn.

Which means :

- Progression in knowledge, skills and understanding related to specific elements of a defined curriculum

- Using language to learn whilst learning to use language

- Developing thinking skills which link concept formation (abstract and concrete), understanding and language

- Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

What does the change in teaching mean?

- the role of the teacher in a CLIL course is not so much that of "knower", but rather that of learning facilitator and of manager of interaction (Dalton-Puffer, 2007:24).

- Interaction in CLIL, whether oral or written, should not be limited to typical discourse pattern of many classrooms, (teacher initiated , followup, evaluating (McCarthy,1991:16).

- but should involve students in genuine discourse aiming at discovering and mastering meaningful content.

- In secondary schools, research indicates :

« CLIL leads to better English proficiency, that it has no negative effect on L1 proficiency, nor on the pupils' subject knowledge »

Coleman, L.(2006)

So we need to develop all of this in terms of **skills**

COMMUNICATIVE SKILLS

- Interaction is part of learning :

« CLIL should enable pupils to develop language skills which emphasise effective communication…for real practical purposes »

(The European Commission for Education and Culture)

As a result :

We need to develop communication skills in the classroom

We need to use a number of communicative functions to help learners & teachers to communicate their knowledge of the subject content

How?

- Brainstorming
- Open questions
- Task discussions with cooperation
- Sharing ideas before & after writing
- Reporting back on findings from the Internet
- Role-play
- End-of-lesson feedback

And cognitive skills

- Thinking processes :
  - Information processing
  - Reasoning & hypothesising
  - Creative thinking & synthesis
  - Enquiry skills
  - Evaluation skills

And last but not least…

Learning skills in general

However ….
what we need to remember

BICS (Basic Interpersonal Communicative Skills)

- language skills required for social, conversational situations usually acquired after 2 years
- less demanding cognitively , e.g. greetings and matching exercises with words and pictures

CALP (Cognitive Academic Language Proficiency)

- level required for academic school study & acquired after 5 years at least
- cognitively demanding : abstract & more formal : justifying opinions, making hypotheses & interpreting evidence

This affects the language used in the classroom

what language is used?

1. Content-compatible or general language: everyday, less formal language

2. Content-obligatory or subject-specific language:
   vocabulary, grammatical structures and functional language, e.g. in geography map vocabulary and how to interpret evidence shown on the map

What is important to remember is that this approach in teaching gives the pupil an opportunity to use a foreign language as
a tool to do something authentic, a tool to learn

Incentives and barriers to a CLIL programme

Incentives :

- learners learn better through context
- new language seen to be normal and natural
- learners receive and produce new real language
- existing skills can be used
- a real authentic need to learn and use the language
- exposure to varied & meaningful input

- Van de Craen et al. (2007)
- a CLIL approach positively affects second language development, attitudes and motivation towards language learning, cognitive development and the exploitation of brain plasticity in young learners. They also conclude that there are no negative effects on mother tongue development or subject matter knowledge.

Barriers

- CLIL is developing faster than the training of teachers
- Many adults find it counterintuitive (not generation 'y')
- Fair means of assessment?
- Reverting to L1
- Lack of resources

To sum up!

- It is demanding!!

- It requires much commitment on behalf of the teacher

- Preparation time especially in terms of target language

BUT…

It is an opportunity for a common venture involving:

- the teaching institution
- the teachers
- the pupils & their families

So do it,

because….

YOU CAN!!

- Coyle et al. (2010:15-16) argue that in some CLIL forms "translanguaging", i.e. "the systematic shift from one language to another for specific reasons", may occur.

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- This use of code-switching has a number of positive effects : it contributes to lowering students' fear of failure; it allows the development of academic language proficiency in both languages; and it ensures spontaneity when discussing course results.