

Content & Language Integrated Learning



Content Drives CLIL


- “It is the opportunity to use newly acquired content in a meaningful way that captures student interest.”
(*Mehisto, Marsh, Frigols, Uncovering CLIL*)
- How do we capture student interest?
- By creating an **authentic need to communicate**.
- Classroom drills don't create that need on their own.
- We must *show our students* **why the content matters** to **create lasting motivation**, leading learners through experiences, not drills, chanting and abstract routines.

Definitions of CLIL-1

“Content and Language Integrated Learning (CLIL), in which pupils learn a subject through the medium of a foreign language...”

(The European Commission)

- **CLIL** is a member of the curriculum club. It’s an “**umbrella term**” covering many educational approaches.



CLIL is an umbrella term,
covering many approaches.

Partial-Immersion

Full-Immersion

**Enriched Language
Program**

Content-Based Learning

**Multilingual
Education**

Bilingual Education

Definitions of CLIL-2

“CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language”.

(Marsh, D. 2002. Content and Language Integrated Learning: The European Dimension—Actions, Trends and Foresight Potential)

- **CLIL** has a dual focus.

Definitions of CLIL-3

“It [CLIL] provides exposure to the language without requiring extra time in the curriculum”.

(the European Council Resolution, 1995)

- **CLIL** buys us time.

Definitions of CLIL-4

“...an approach to bilingual education in which both curriculum content (such as science or geography) and English are taught together. It differs from simple English-medium education in that the learner is not necessarily expected to have the English proficiency required to cope with the subject before beginning study”.

(Graddol D. *English Next*, British Council Publications, 2006)

Definitions of CLIL-5

“CLIL is about using languages to learn... It is about installing a ‘hunger to learn’ in the student. It gives opportunity for him/her to think about and develop how s/he communicates in general, even in the first language”.

(Marsh, Marsland & Stenberg, 2001)

- **CLIL** inspires real-world communication skills.

Definitions of CLIL-6

“It (CLIL) creates fusion between content and language across subjects and encourages independent and co-operative learning, while building common purpose and forums for lifelong development. This provides significant added value for language learning”.

(Marsh, Marsland & Stenberg, 2001)

- **CLIL** adds value.

CLIL Around the World

- Malaysian students *learning math and science in English*
- Norwegian students *doing drama in German*
- Italian students *studying science in French*
- Australian students *learning math in Chinese*
- Japanese students *learning geography in English*
- The combinations are almost limitless!

CLIL Helps Demystify English

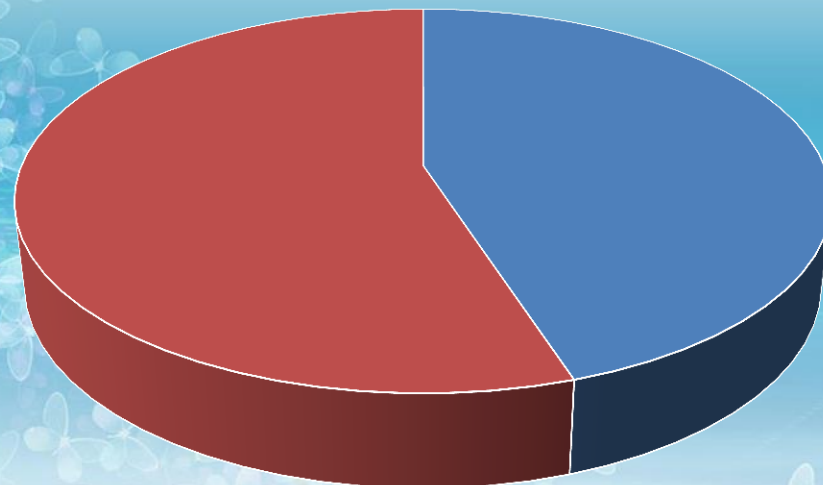
“...English has little to do with students’ daily lives and most of them ‘study’ it (as opposed to ‘learn’ or ‘acquire’ it) with a disproportionate emphasis on vocabulary, grammar and reading for entrance examinations.”

(Ikeda, Pinner, Mehisto & Marsh, 2016, International CLIL Research Journal)

EFL Education in Japan

- A 2009 Japanese EFL survey of **4,717 participants** found...
- **“55% claimed not to enjoy studying English”**
(Ikeda, Pinner, Mehisto & Marsh, 2016, International CLIL Research Journal)

Don't Enjoy Studying English

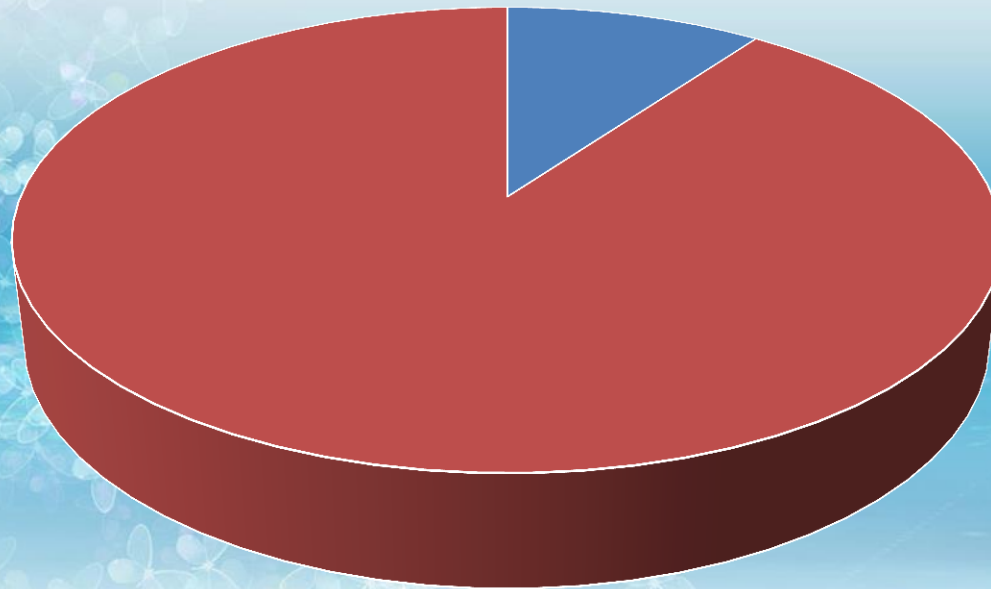


■ Enjoy Studying English ■ Don't Enjoy Studying English

EFL Education in Japan

- A 2009 Japanese EFL survey of **4,717 participants** also found...
- **“90% said they were not confident using English”**
(Ikeda, Pinner, Mehisto & Marsh, 2016, International CLIL Research Journal)

Not Confident Using English



■ Confident ■ Not Confident

ELF Education in Japan

- To 'globalize' Japan's foreign language education, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) has recently implemented several new policies.

(Ikeda, Pinner, Mehisto & Marsh, 2016, International CLIL Research Journal)

ELF Education in Japan

- The teaching of English from the primary school level onwards started in 2011 and the new 2013 ‘course of study’ (the *de facto* national curriculum) for upper secondary school language education, decrees that ‘language activities should be conducted in English’, meaning the language used by teachers and students in the classroom is to be English.

(Ikeda, Pinner, Mehisto & Marsh, 2016, International CLIL Research Journal)

CLIL creates conditions that support:

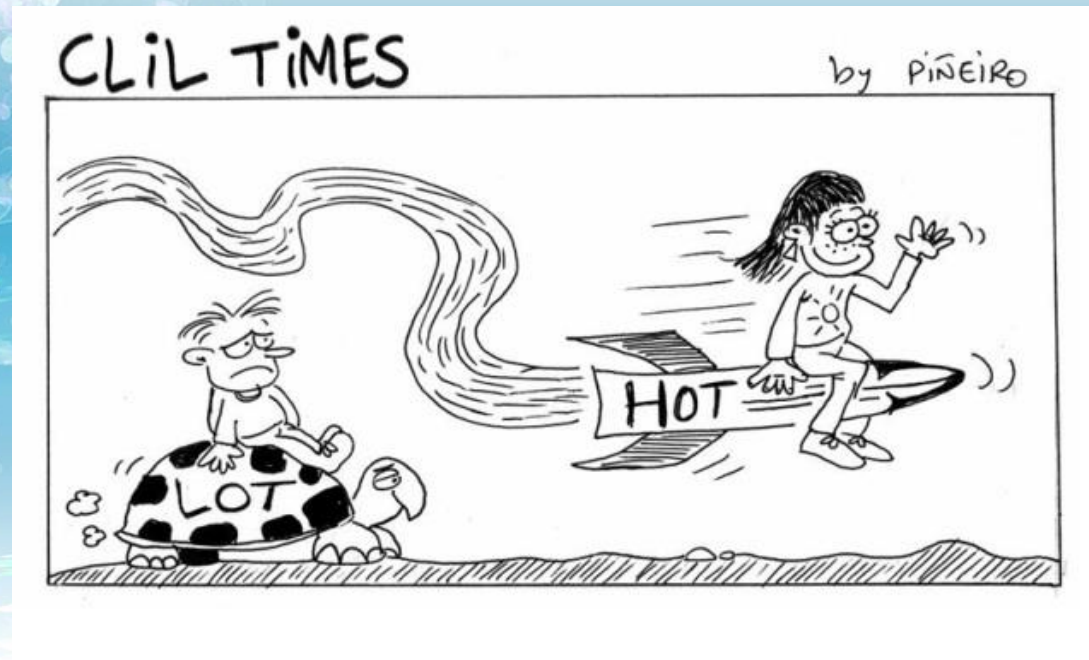
- Grade-appropriate levels of *academic achievement* in subjects taught through CLIL language;
- Grade-appropriate *functional proficiency competence* in listening, speaking, reading and writing in the CLIL language;

CLIL creates conditions that support:

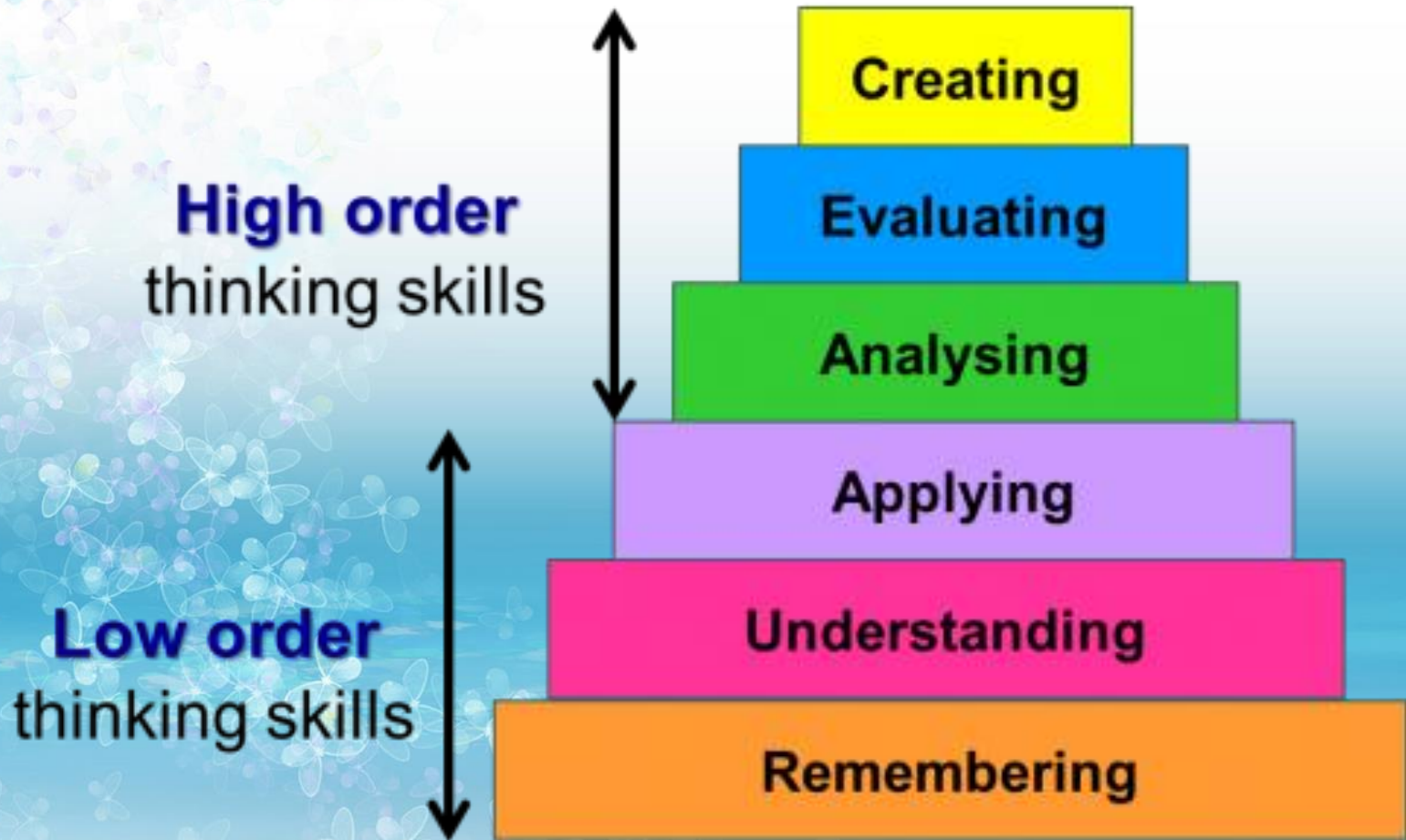
- Age-appropriate levels of first-language competence in listening, speaking, reading and writing;
- *An understanding and appreciation of the cultures* associated with the CLIL language and the student's first language

CLIL creates conditions that support:

- The *cognitive* and *social skills* and *habits* required for success in an ever-changing world
- CLIL promotes higher-order thinking skills (HOTS) over lower-order thinking skills (LOTS)



High Order Thinking = Engaged Students



HOTS vs. LOTS

- “HOTS are more difficult to learn and teach, but also more valuable because such skills are more likely to be usable in the real world.”

(British Council, 2016)

- LOTS questions are OK to start, but not end.
- **LOTS questions...**
- Name, identify, recite, list, label, locate, etc.
- **HOTS questions...**
- Predict, compare, evaluate, create, organize, etc.

CLIL provides students “Just-In-Time” Language

- Students want to **use** what they learn now
- They want to **communicate** here and now
- CLIL students **enjoy** immediate payoff through actively working with peers
- **Immediate Payoff** = being able to use newly presented content and language to create something meaningful in the here and now

CLIL makes learning personal...



...helping each student construct a meaningful understanding of English.

So, where do we begin?

Core Features of CLIL Methodology

- Multiple Focus
- Safe and enriching learning environment
- Authenticity
- Active Learning
- Scaffolding
- Co-operation

Core Feature #1: Multiple Focus

- Supporting language learning in content classes
- Supporting content learning in language classes
- Integrating several subjects
- Cross-curricular themes and projects
- Supporting reflection on the learning process using routine activities

Core Feature #2: Safe & Enriching Learning Environment

- Using routine activities and discourse
- Displaying student content throughout classroom
- Building student confidence
- Student confidence = experimentation with language and content
- Increasing student language awareness

Core Feature #3: Authenticity

- Letting students ask for the language help they need
- Maximizing accommodation of student interests
- Making regular connections between learning and students' lives
- Connecting with others through English
- Using current materials from the media or other sources

Core Feature #4: Active Learning

- Students communicating more than the teacher
- Students help set content, language and learning skills outcome
- Favoring peer co-operative work
- Negotiating the meaning of language and content with students
- Teachers acting as facilitators

Core Feature #5: Scaffolding

- Building on a student's existing knowledge and experience
- Repackaging information in user-friendly ways
- Responding to different learning styles
- Fostering creative and critical thinking
- Motivating students through challenging work, setting goals slightly higher than student ability

Core Feature #6: **Co-operation**

- Planning lessons, courses and themes in co-operation with CLIL and non-CLIL teachers
- Working in collaboration with a co-teacher to establish, define and refine a productive CLIL classroom setting

Content Drives CLIL

- “It is the opportunity to use newly acquired content in a meaningful way that captures student interest.”
(*Mehisto, Marsh, Frigols, Uncovering CLIL*)

Sample CLIL Lesson

Target Language

1. Reduce
2. Use
3. Less
4. How many?
5. Watts
6. Be green!

Sentence Patterns

1. How many watts does _____ use?
2. This lightbulb uses 60 watts.
3. Our lightbulbs use 600 watts.
4. Now we use 60 watts.
5. That is 50 watts less.

“Reduce at Home” Activity

1. Ss learn to read electronics labels.
2. Ss list their home electronics Ss record home power usage.
3. Ss calculate potential power savings by turning electronics off, unplugging or switching to greener products.
4. Ss share results with parents, then share savings with class.

Content Drives CLIL

- “Language acquisition does not require extensive use of conscious grammatical rules, and **does not require tedious drill.**”
-Stephen Krashen (*Theory of 2nd Language Acquisition*)

Useful vs. Tedious

- Ss receive repeated practice and exposure through **meaningful, real investigation**, not rote classroom repetition or chanting

“Reduce at Home” Activity

1. Ss learn to read electronics labels.
2. Ss list their home electronics and record power usage.
3. Ss calculate potential power savings by turning electronics off, unplugging or switching to “greener” products.
4. Ss share results with parents, then share savings with class.

Content Drives CLIL

- “Acquisition requires **meaningful interaction** in the target language - **natural communication** - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.”
-Stephen Krashen (**Theory of 2nd Language Acquisition**)

Natural vs. Unnatural

- Ss complete an assignment that **saves their family money**, then **receive peer credit** while **sharing their success**, not merely a grade.
- Ss can now share knowledge to benefit their families, not just test scores!

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CLIL Content Naturally Promotes DI

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Lower-Ability

- Focus on limited set of electronics
- Simplify sentence patterns, (i.e., “What did you turn off this week?”)

Higher-Ability

- Focus on subject/verb agreement (i.e., “This light bulb uses...These lightbulbs use...”)
- Increase target language to include, “more, before” and “after” to make predictions and summarize results, encouraging higher-order thinking

“Reduce at Home” Activity

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Vygotsky's Zone of Proximal Development

Zone of proximal development
(Learner can do with guidance)

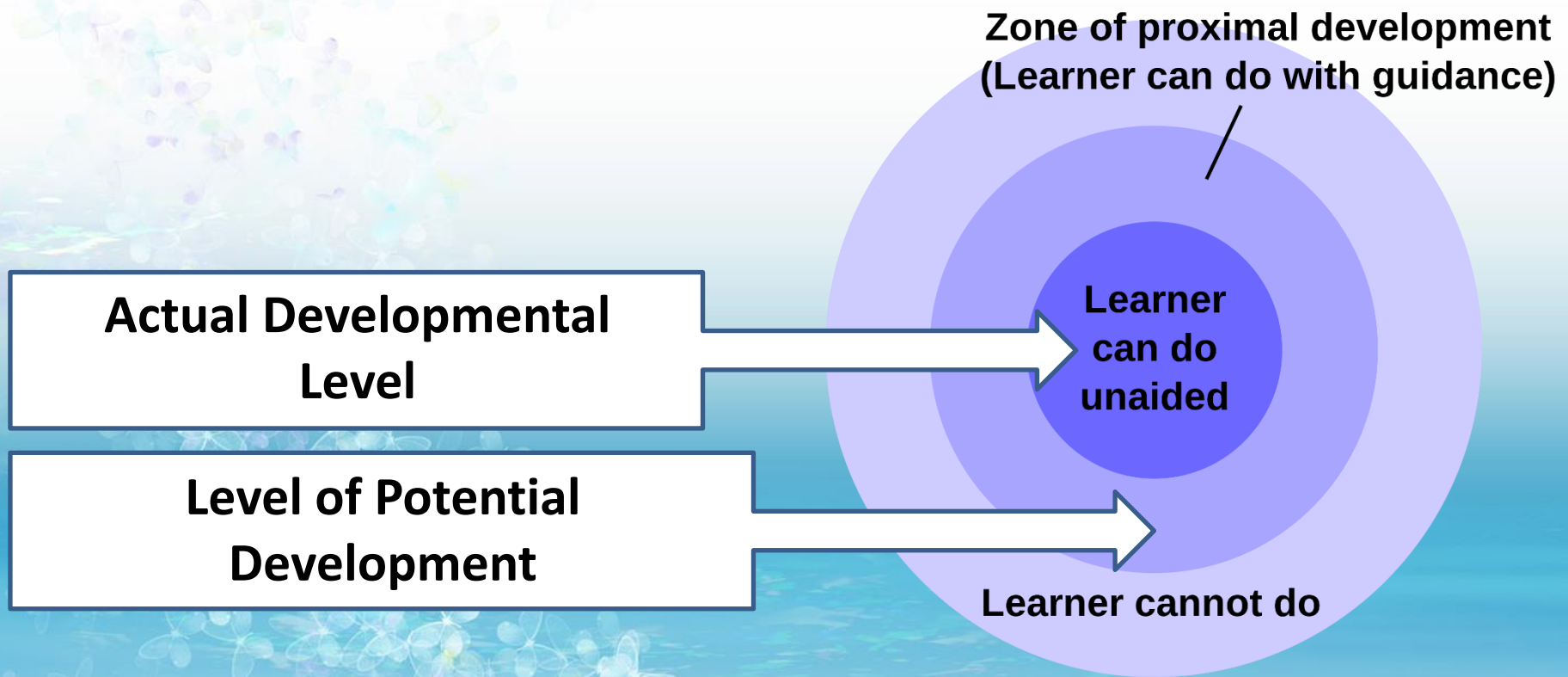
Learner
can do
unaided

Learner cannot do

**Optimal
CLIL
ZONE**

The diagram illustrates Vygotsky's Zone of Proximal Development (ZPD) using three concentric circles. The innermost circle is dark blue and labeled 'Learner can do unaided'. The middle circle is a lighter shade of blue and labeled 'Zone of proximal development (Learner can do with guidance)'. The outermost circle is the lightest shade of blue and labeled 'Learner cannot do'. A white arrow with a black outline points from a white box on the left towards the middle circle. The white box contains the text 'Optimal CLIL ZONE' in bold black letters. The background features a light blue gradient with faint, stylized floral patterns.

Zone of Proximal Development (ZPD)



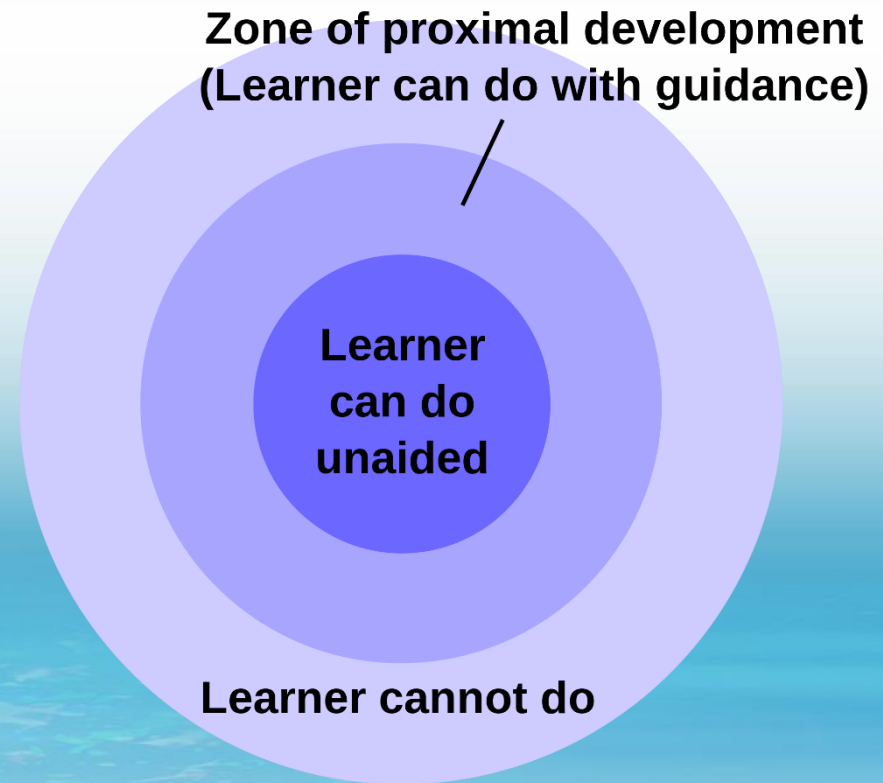
Zone of Proximal Development (**ZPD**)

- **Zone of Proximal Development** = What a student can't yet do independently, but can do with help (i.e., Potential Success)
- Scaffolding helps students navigate their way through the ZPD
- Students perform increasingly challenging tasks with assistance from teachers and/or peers
- Challenging tasks promote maximum cognitive growth

Zone of Proximal Development (**ZPD**) provides natural, rewarding differentiation opportunities.

Learning with teacher guidance =

- Personal connection with NST through English interaction
- Increased sense of community through teamwork
- Increased confidence and trust through community
- Ss more willing to challenge themselves with personalized DI tasks



CLIL: Connecting Learners to Content

CLIL = Higher-Order Thinking

Students synthesize, evaluate and apply knowledge from several subjects.



cognition

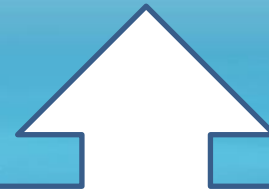
community / content / communication



Students **create meaning** through social processes, **gaining confidence** through community.



Students clearly **link content** to community, directly **applying new content** to develop new skills.



Students **actively participate**, negotiating meaning together, supported by authentic, **social encouragement**.

CLIL is Flexible

“CLIL models are by no means uniform. They are elaborated at a local level to respond to local conditions and desires...It is the combination of the choices with respect to the variables that produces a particular CLIL project.” (Coonan 2003, 27)

