



CLIL

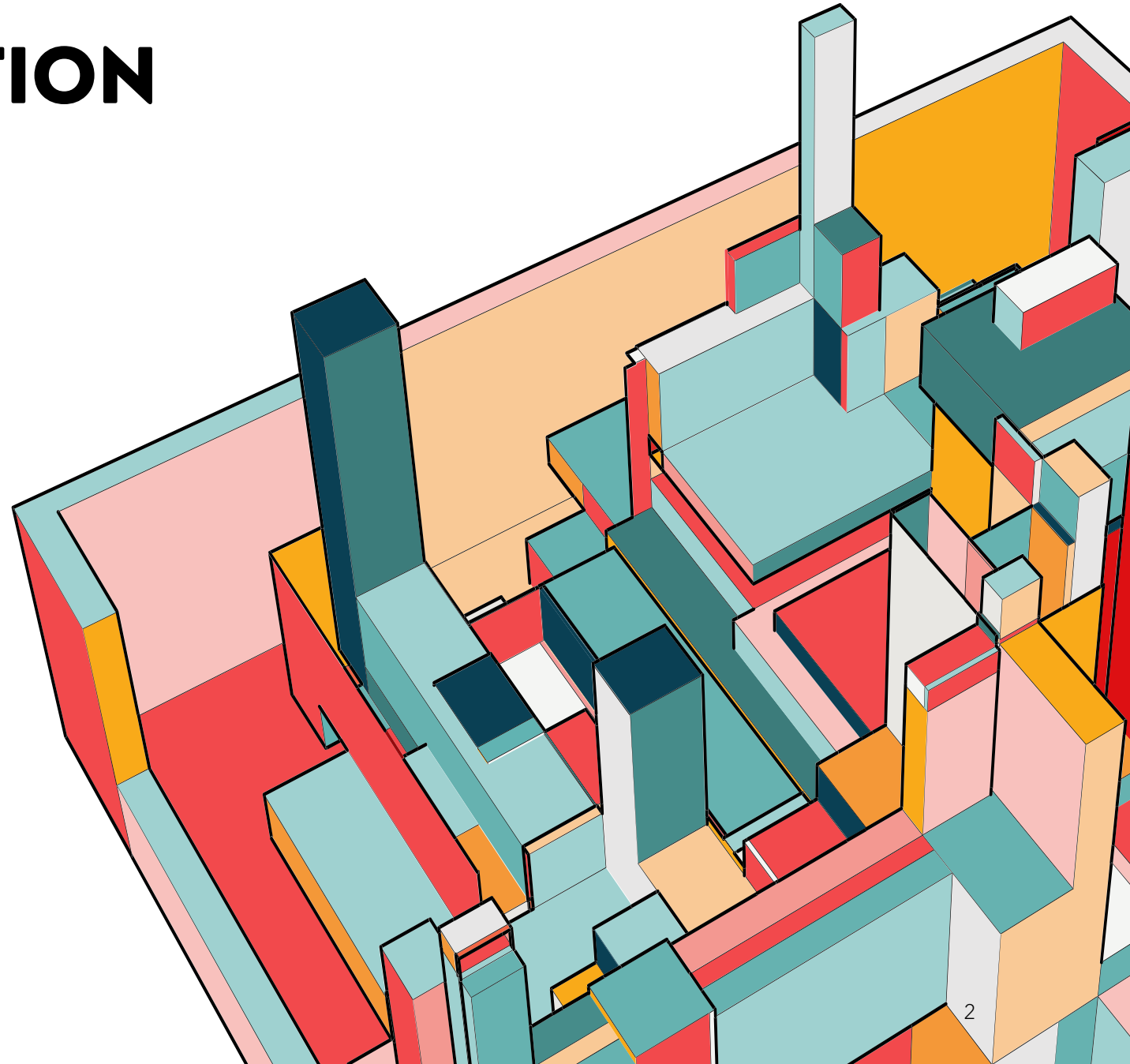
CONTENT LANGUAGE INTEGRATED LEARNING

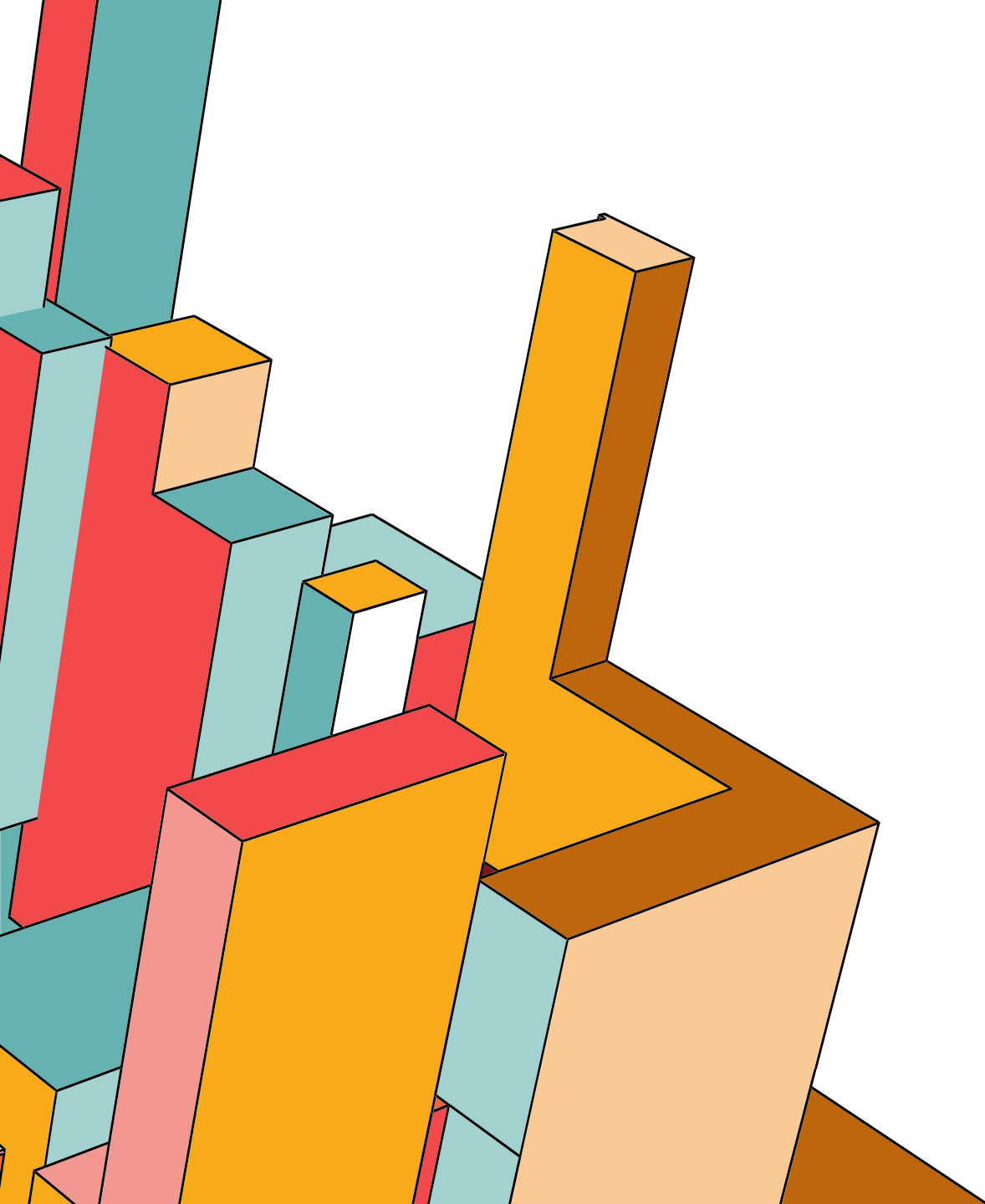
Dwight Kilborn

WORKING DEFINITION

At the core of **CLIL** are multiple educational development philosophies that aim to facilitate learning of real-world subject content through the medium of a second language.

Therefore, **CLIL** views language not as a subject but as an opportunity to advance language acquisition through authentic content, supported within a meaningful context, that motivates students to learn due to the applicableness of the content to their daily lives. All the while utilizing an implementation strategy that is more closely associated with natural L1 language acquisition principles than traditional subject English methodologies.

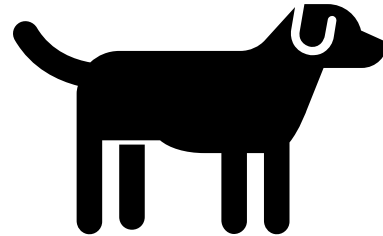




THE (C) AND (L) OF CLIL

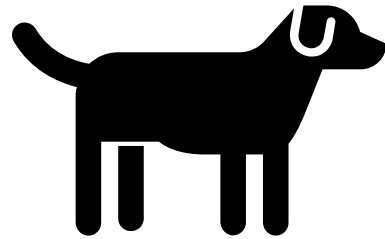
C(L)IL-LANGUAGE

CLIL supports the view that language within the human brain is not divided into separate areas.



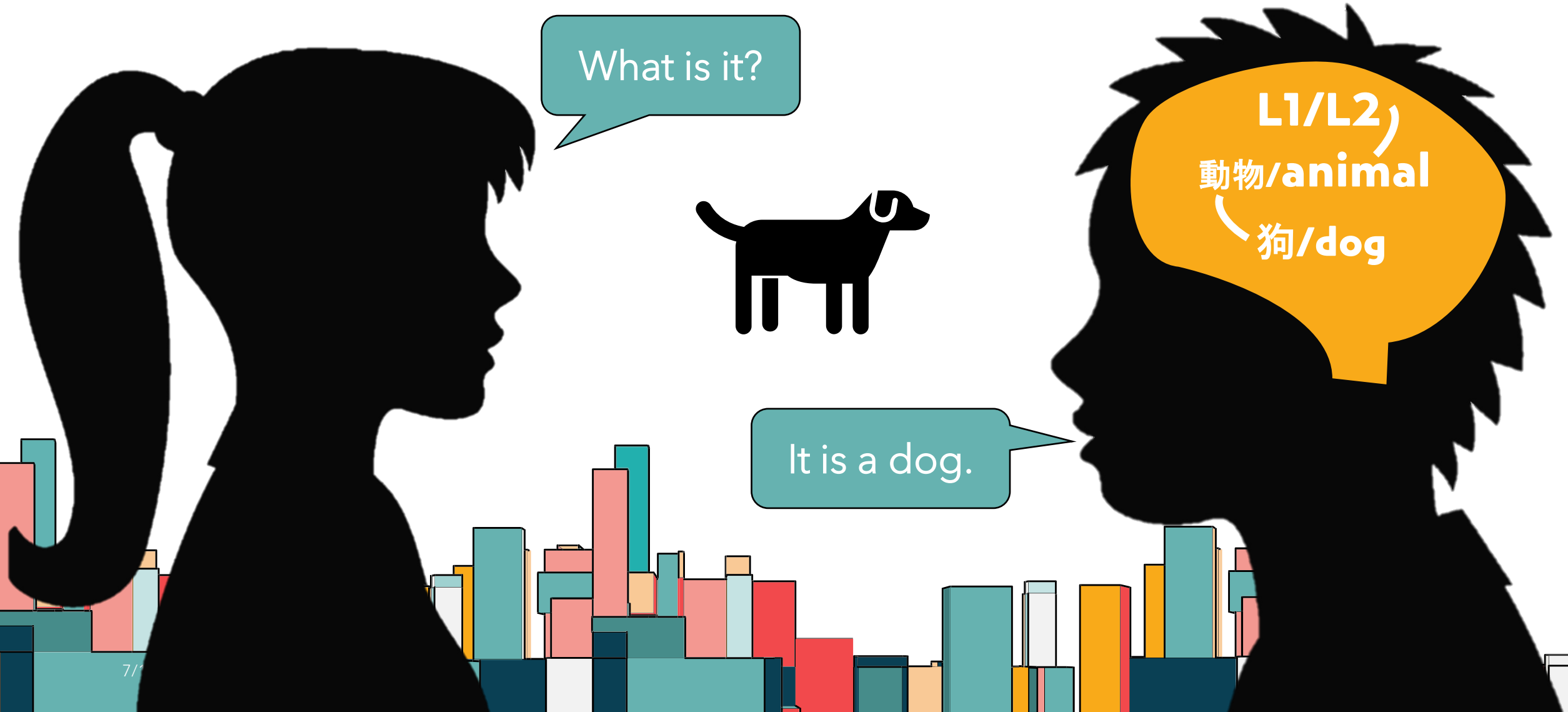
C(L)IL-LANGUAGE

Language is grouped into categories and mapped by the brain.



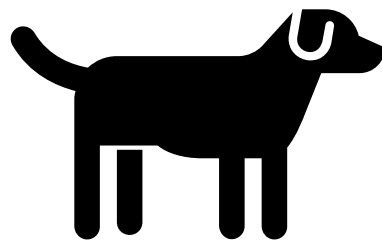
C(L)IL-LANGUAGE

Language is accessed by the brain based on the external conversational or social setting.



C(L)IL-LANGUAGE

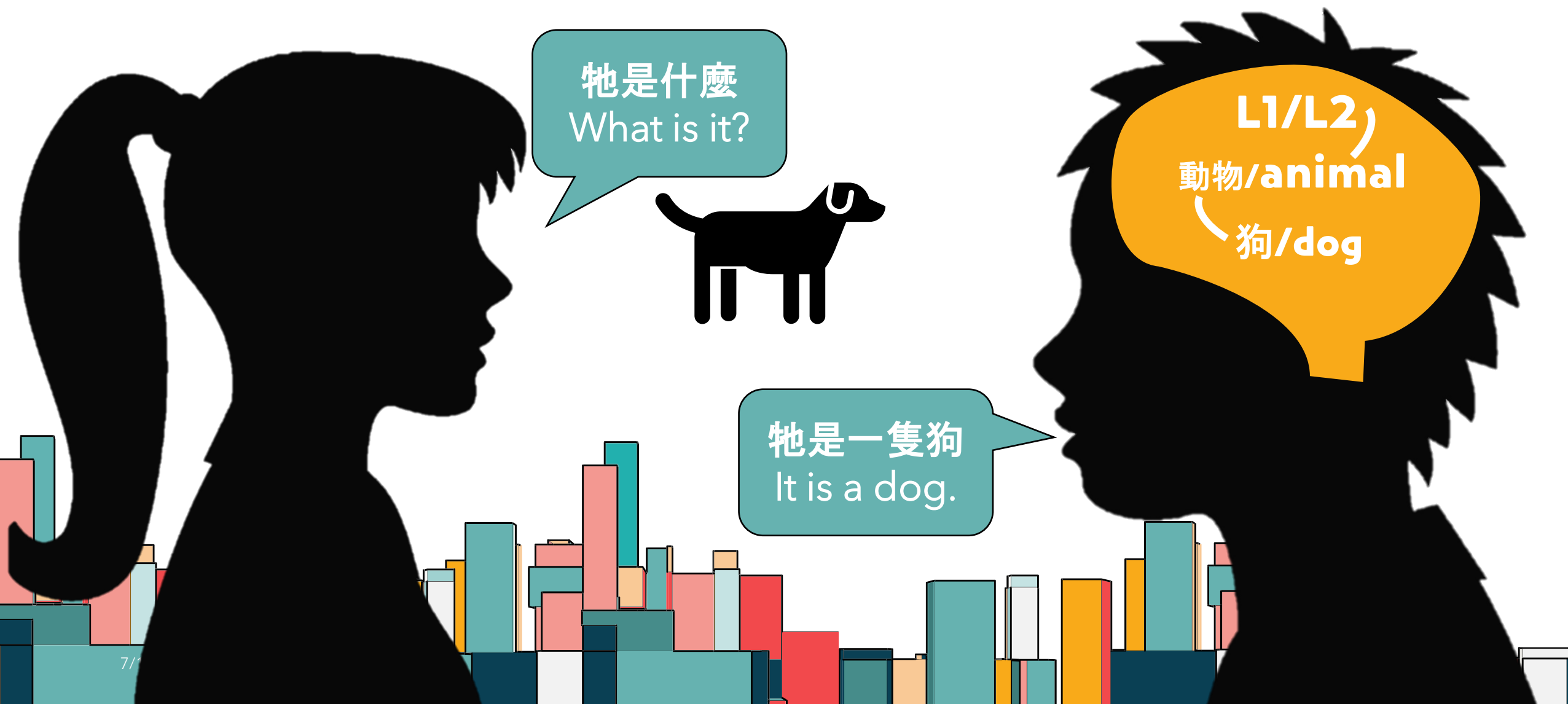
牠是什麼



L1/L2,
動物/animal
狗/dog

牠是一隻狗

What experiences have you had in learning a second language?



(C)LIL-CONTENT

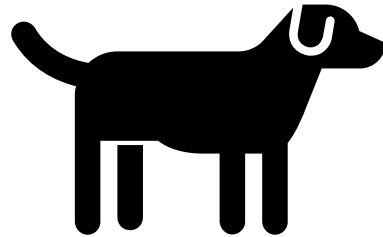
CLIL views content in two ways. Firstly, content is seen as subject content principles to be explored with critical thinking and problem-solving skills to create a deeper and richer learning experience. Then, as a means to inspire language acquisition through real-world subject content.



(C)LIL-CONTENT

Subject Content - dogs (context and culture)

- Different breeds of dogs
 - Labrador Retriever
- Characteristics of different breeds of dogs
 - Friendly
 - Aggressive
- Value of dogs to humanity
 - Guides for the seeing impaired
 - Security
- Training dogs
- Veterinary science



L1/L2

动物/animal

狗/dog

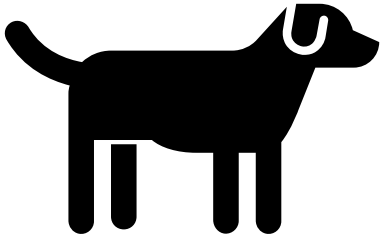
(C)LIL-CONTENT

CLIL develops content into high-challenge, high-support, lessons and tasks, that promote the use of higher-order thinking skills to move both content subject principles and language to the long-term memory of the learners.



(C)LIL-CONTENT

That is a Labrador retriever.
This breed is loyal and friendly, which
makes it a good family pet.
Labrador Retrievers make good
seeing eye dogs for the seeing
impaired.



L1/L2
Long-term
Memory

How is content from the CLIL perspective differ from standardized subject content?



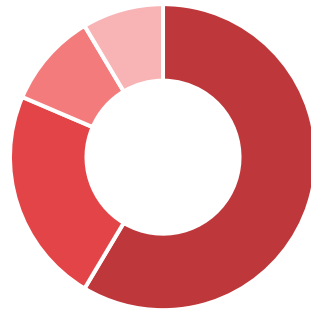
CLIL PEDAGOGY

Target Language

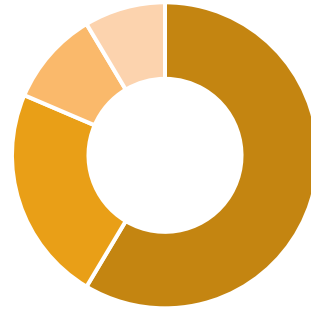


Content

authentic
subject
content



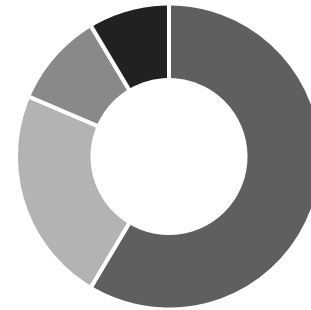
fluency
over
accuracy



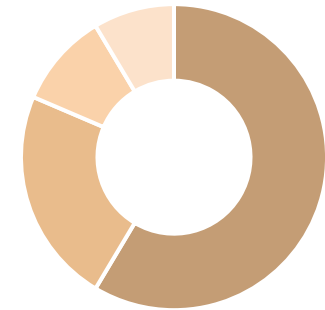
Student's L1

prior
L1 subject
knowledge
L1 language

Culture



Intercultural
understanding
and global
citizenship;
'self and other'
awareness

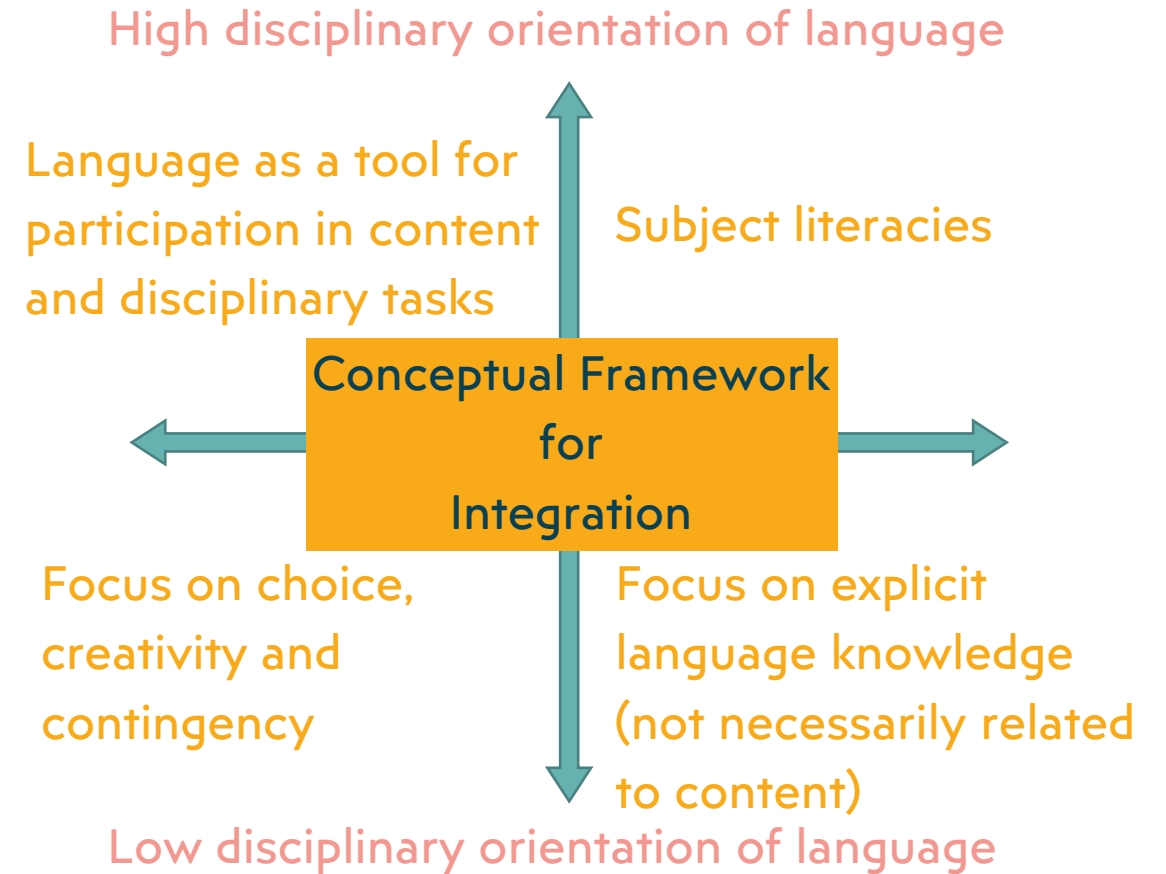


**Lifelong
Skills**

development
of cognitive
academic
thinking
'higher-order
process
skills'

AIM OF CLIL: INTEGRATION OF CONTENT AND LANGUAGE

"Morten and Llinares (2017)," suggest that rather than as a label for specific program types, 'CLIL is best seen as a way of bringing together a range of pedagogical or methodological principles and perspectives for the integration of content and language.'



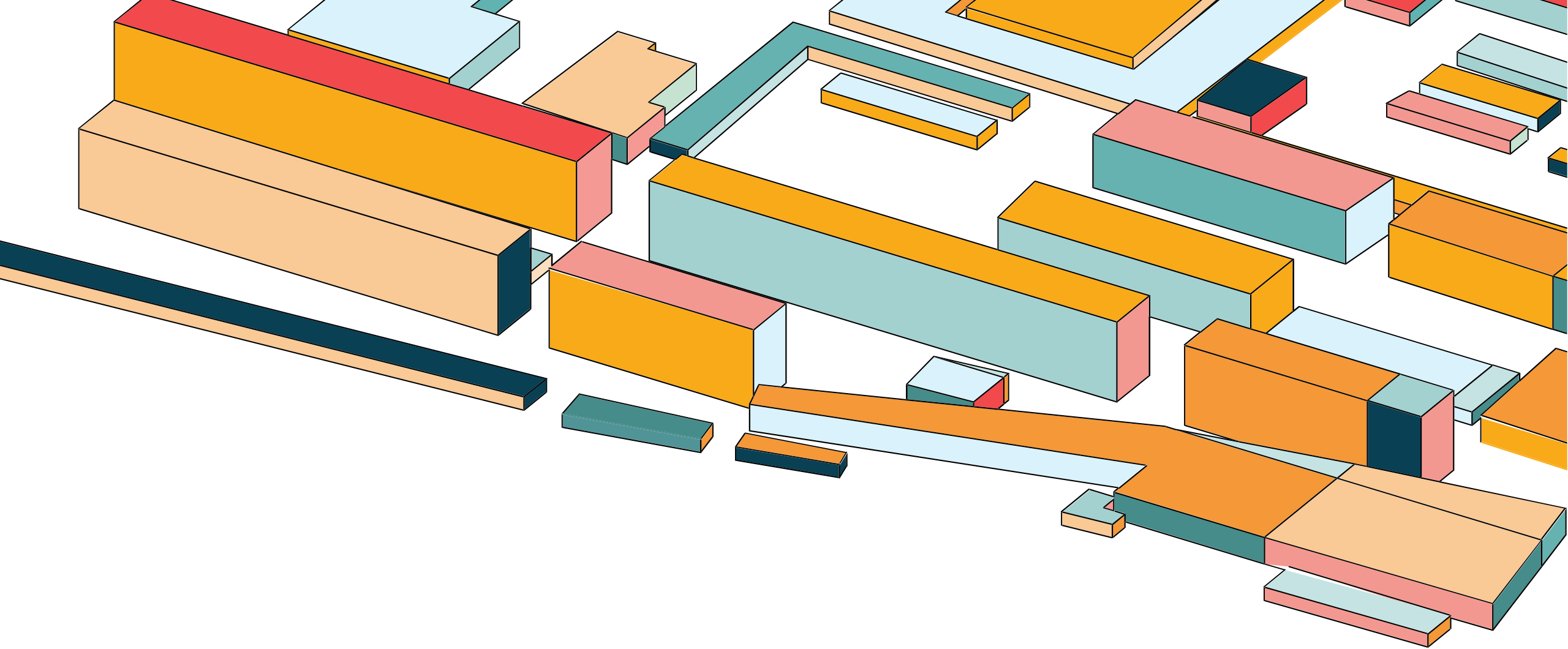
GROUP DISCUSSION

Answer the following questions.

How does the CLIL approach differ from other teaching approaches you have used before?

In what ways is the CLIL approach similar to current teaching approaches you are using now?

How can the CLIL approach foster the development of bilingualism within the current subject content curriculum?

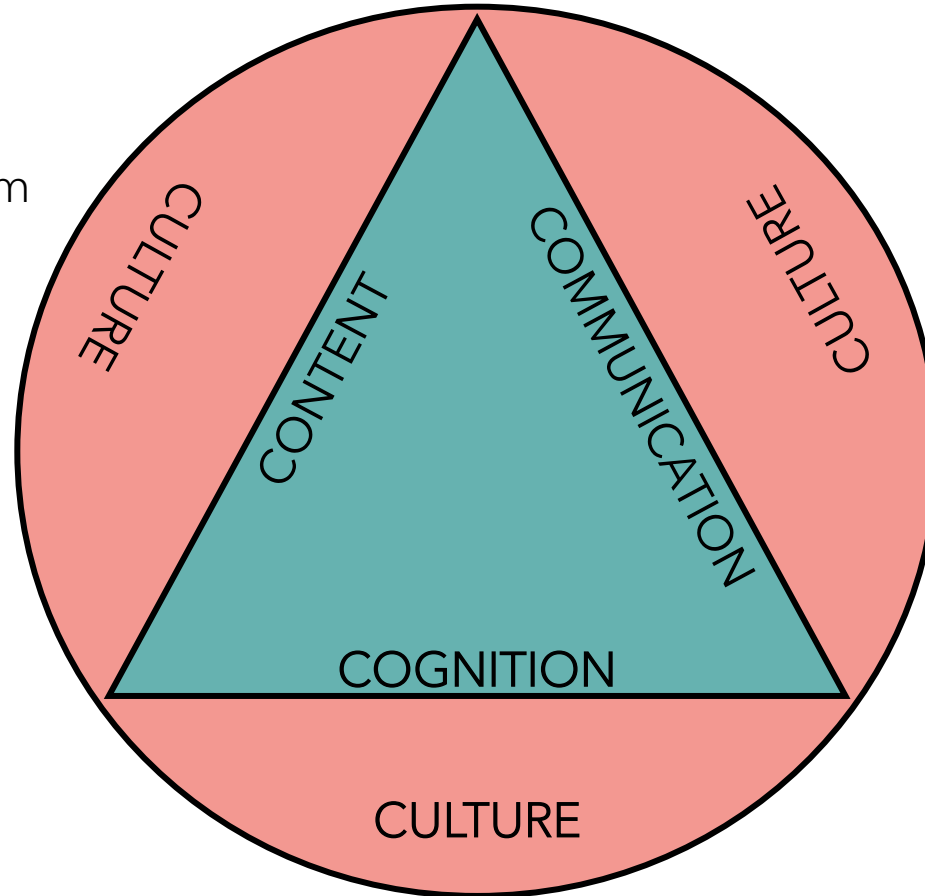


THE 4 Cs FRAMEWORK + 5TH C of CONTEXT

4 Cs FRAMEWORK

CONTENT: The subject matter.

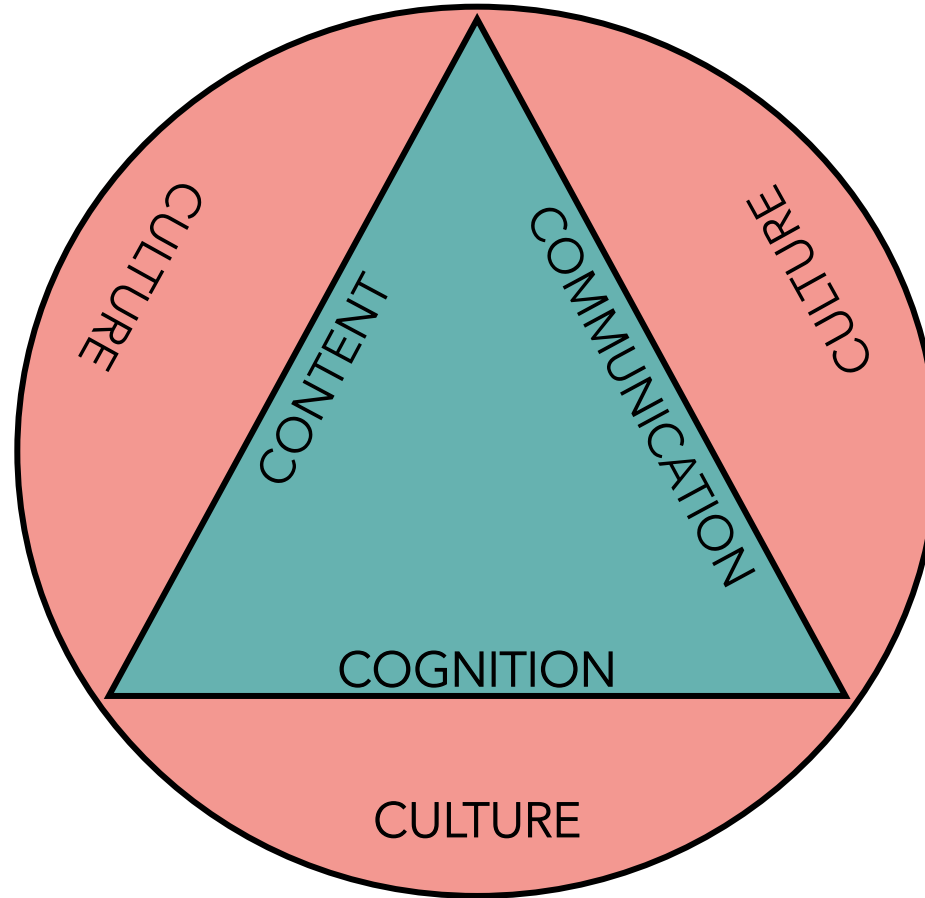
- Standardized Subject Curriculum
 - Science
 - Math
 - Social Studies
 - History
 - Geography
 - English
- Thematic
- Topic
- Project-based



4 Cs FRAMEWORK

COGNITION: The processes involved in meaning-making.

- Using new and existing knowledge
- Engaging in problem-solving
- Using higher order thinking skills
- Being creative



CRITICAL-THINKING SKILLS HELP PREPARE STUDENTS TO BE INDEPENDENT THINKERS.

1. Identify problems
2. Research information
3. Determine relevance
4. Ask questions
5. Identify solutions
6. Present solutions
7. Analyze decisions

BLOOM'S TAXONOMY

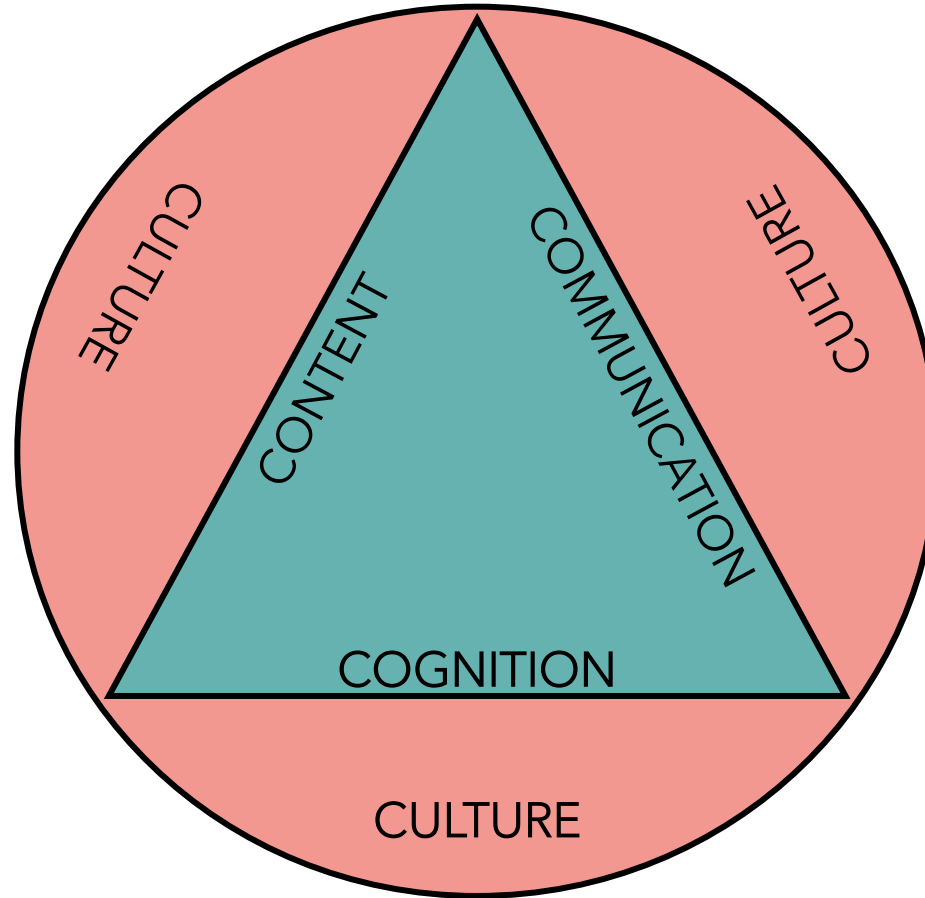
FOUR ZONES OF TEACHING AND LEARNING

ZONE OF PROXIMAL DEVELOPMENT (ZPD)

4 Cs FRAMEWORK

COMMUNICATION: The language needed to construct knowledge.

- Language learning
 - The progression and acquiring of new language linked to learning
- Language using
 - The use of language to “language” what is being learned



LANGUAGE TRIPTYCH:

- Language “of”
- Language “for”
- Language “through”

BICS:

- Basic
- Interpersonal
- Communicative
- Skills

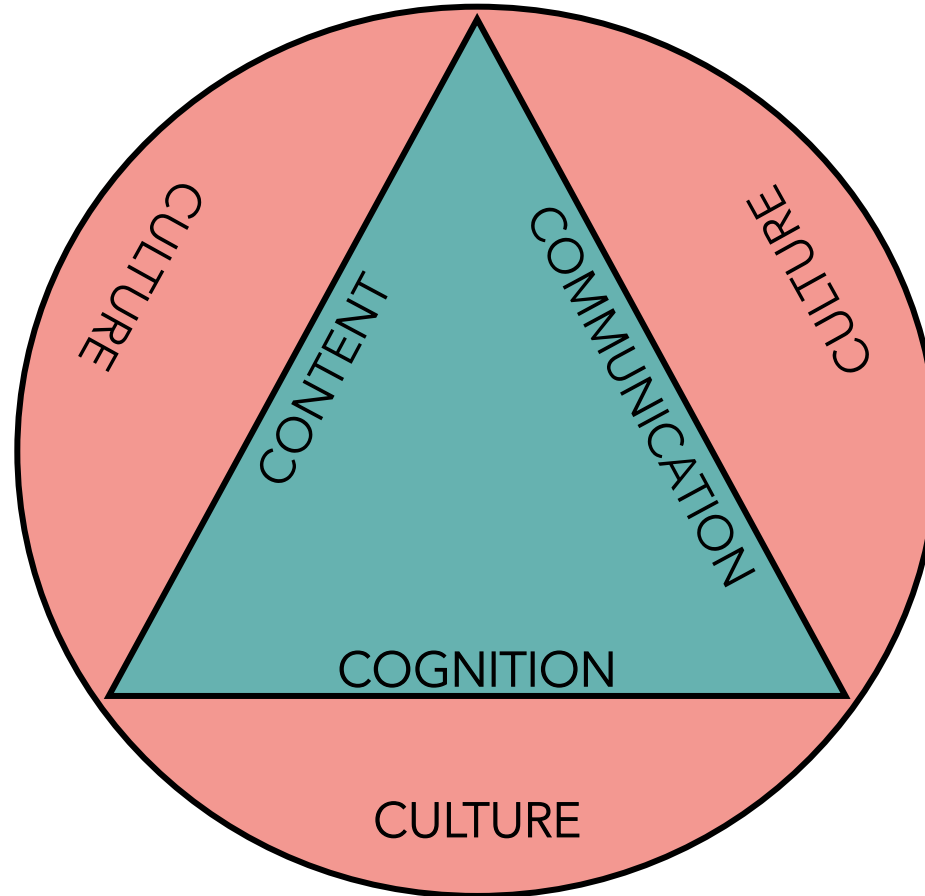
CALP:

- Cognitive
- Academic
- Language
- Ability

L2 PRIOR KNOWLEDGE

4 Cs FRAMEWORK

CULTURE: Interpreting and understanding the significance of content and language and their contribution to identity and citizenship.



OUTSIDE WORLD

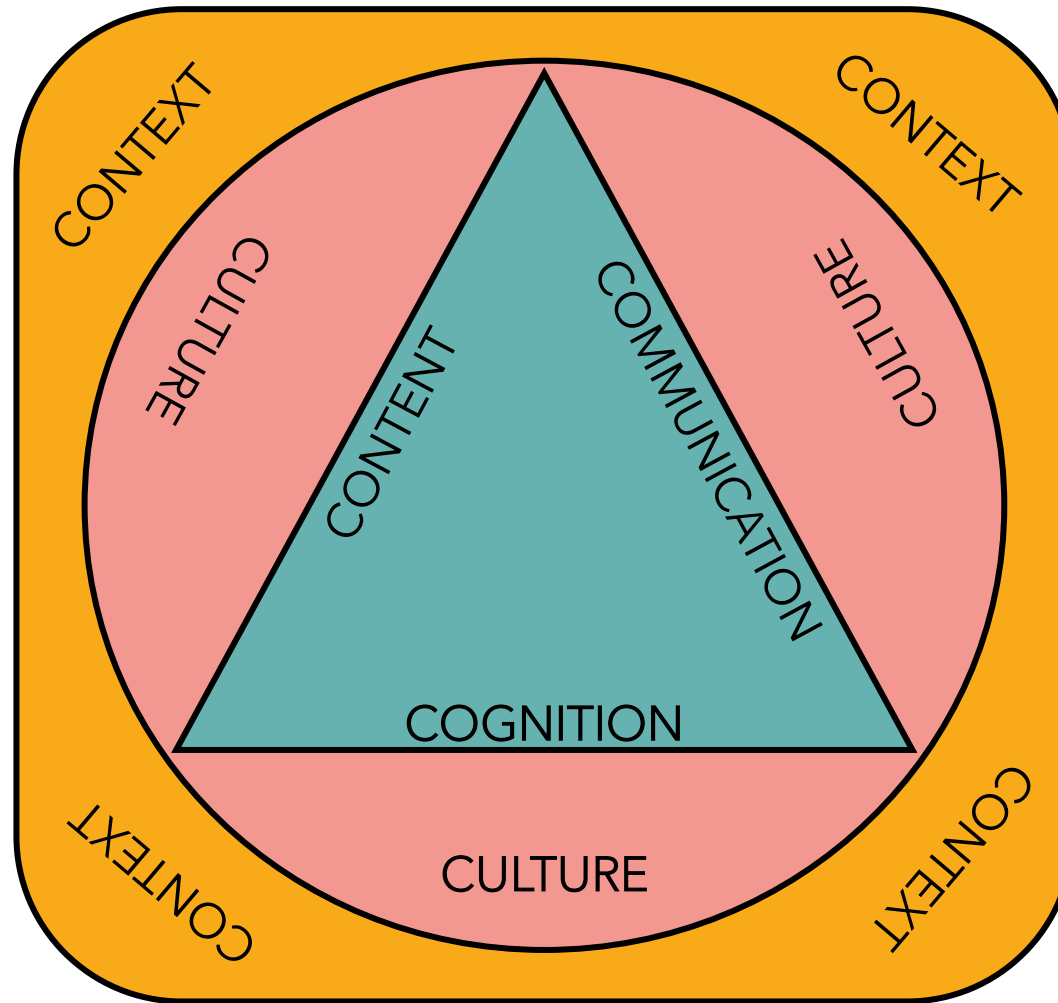
- Frames subject-knowledge within genuine life settings outside ones own culture to add depth to learning.
- Creates a global perspective
- Promotes empathy
- Displays shared and variances within cultural values

INSIDE WORLD

- Strengthens understanding of ones own culture within the world at large
- Promotes community and self-awareness

5TH C - OF THE 4 Cs FRAMEWORK

CONTEXT: The circumstances that form the setting by which subject content principles can be fully understood.



THE 3 PILLARS of CONTEXT

- Origin (history/concept of)
- The purpose for being developed/created (reason)
- The system of implementation (method)

"An didactic activity namely one that takes place for the purpose of learning never exists in isolation. There is always a "before and after."

Ball, Kelly, Clegg, (Putting CLIL into Practice) pg. 33

INTERCONNECTEDNESS OF THE 4 Cs

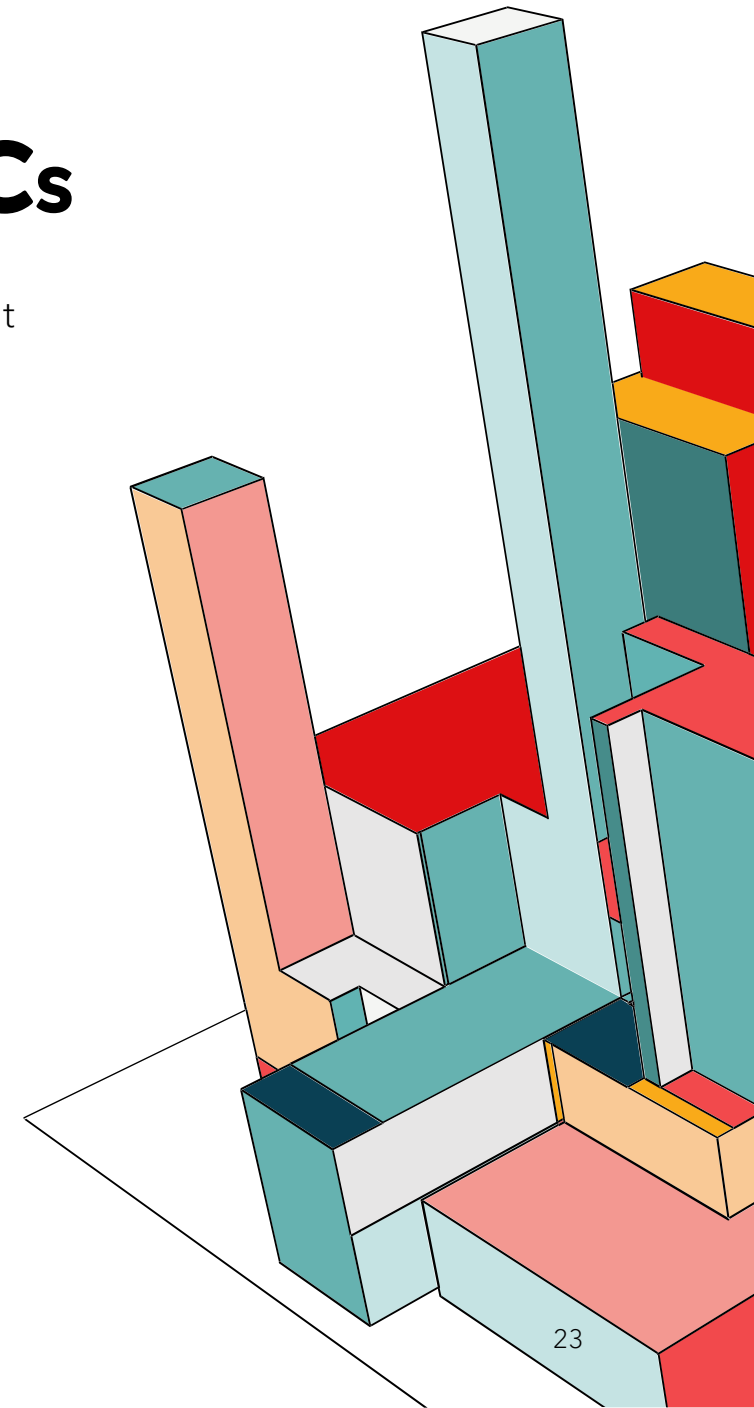
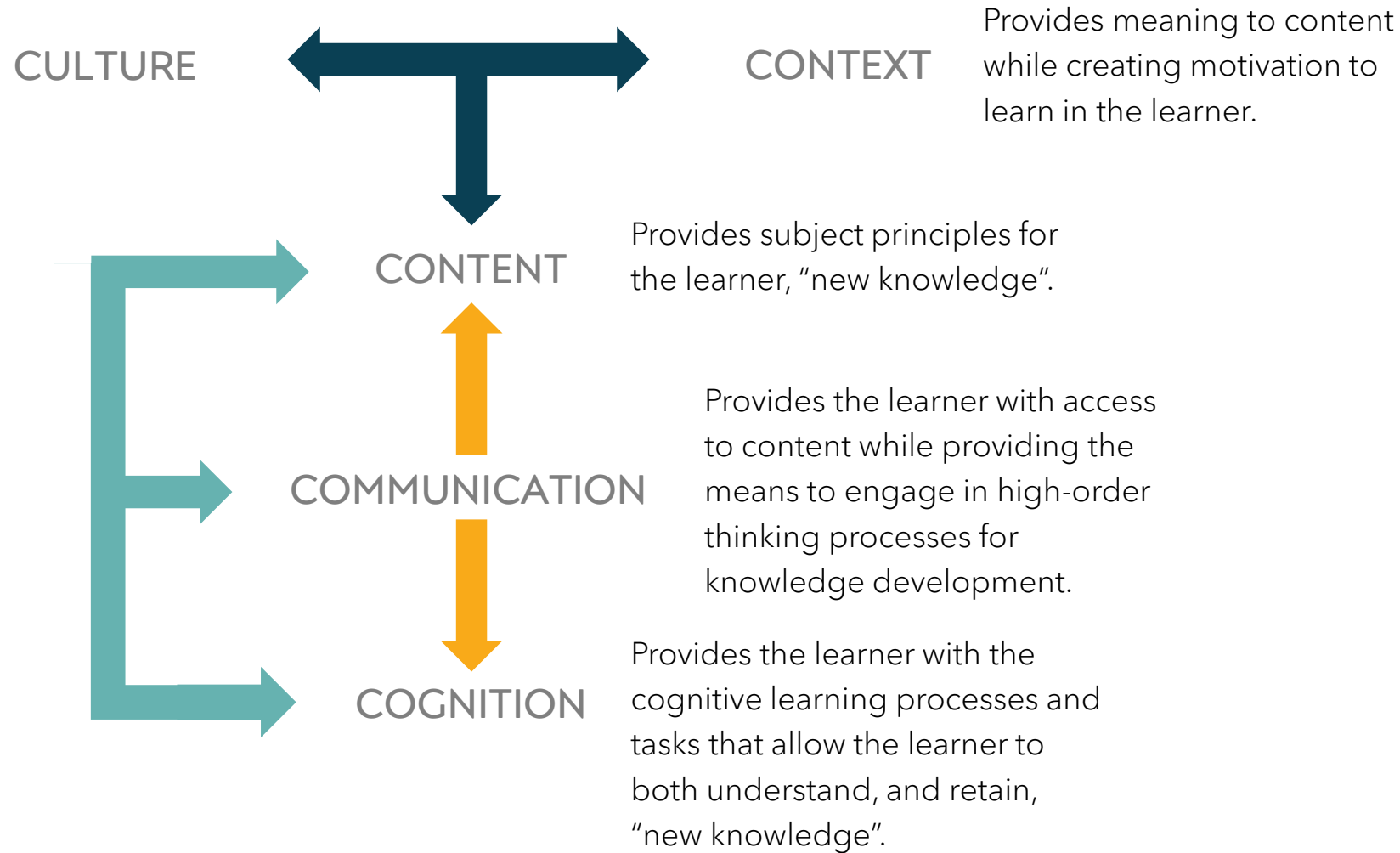
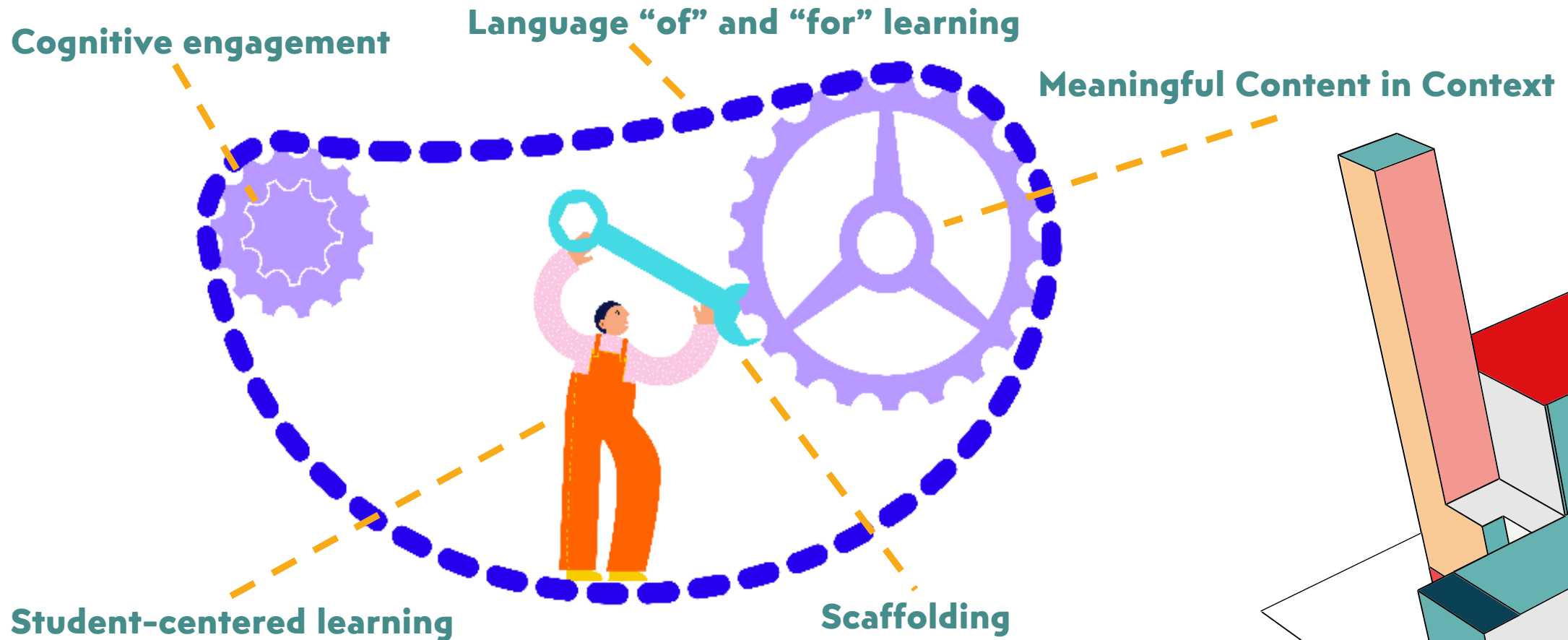


ILLUSTRATION of a **CLIL** CLASSROOM



A CLIL classroom works like sprockets and a chain on a bicycle. All of the parts work together at the same time to create an environment for learning.

GROUP DISCUSSION

Answer the following questions.

What aspects from the 4 Cs framework do you see in your current approach to teaching?

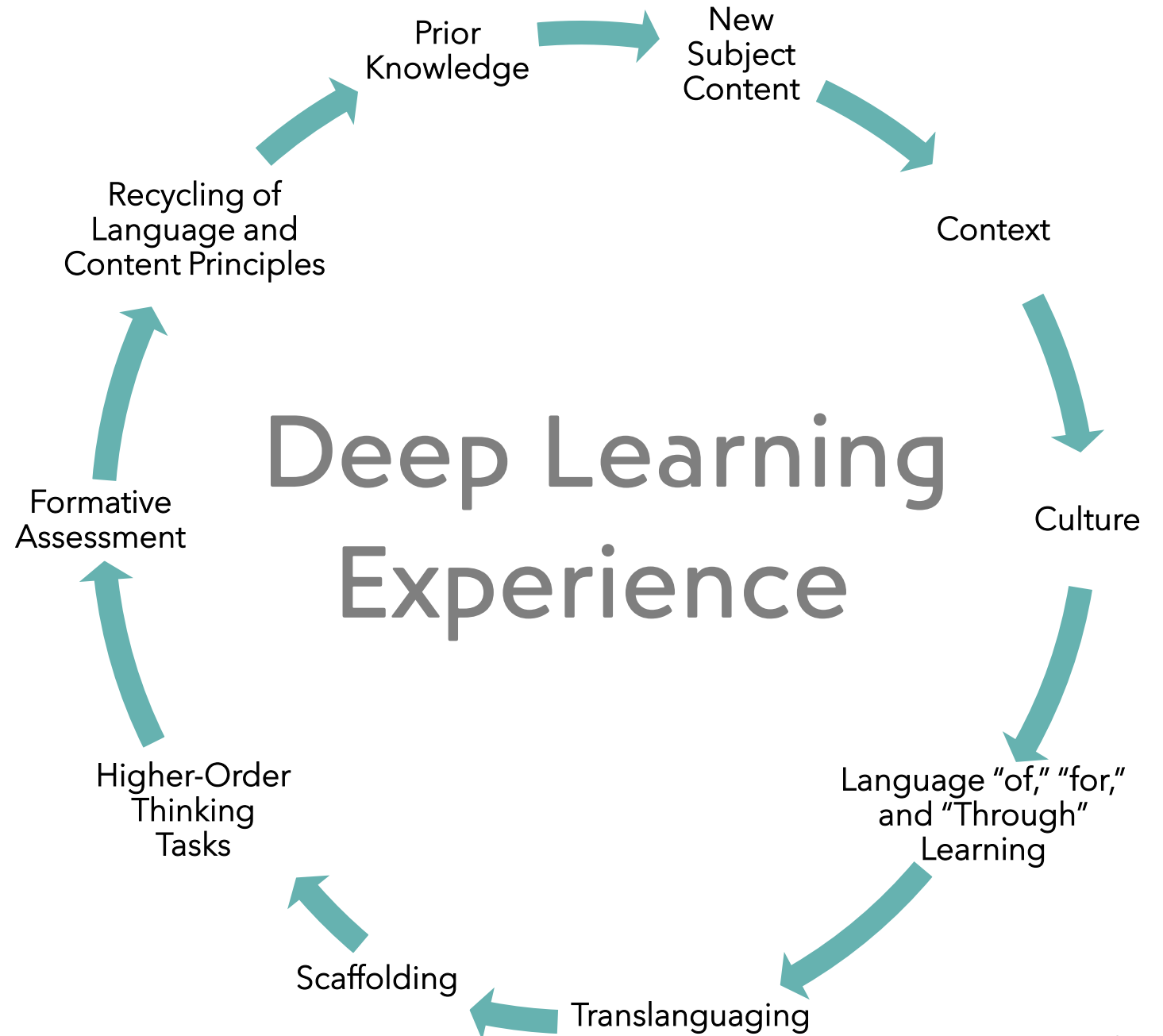
In what ways do the 4 Cs support the CLIL Pedagogy?

How would the interconnectedness and non-sequential nature of the 4 Cs framework be challenging for a teacher?

An abstract graphic on the left side of the slide consists of several 3D rectangular bars of varying heights and colors. The colors include red, teal, orange, and brown. The bars are arranged in a way that suggests a bar chart or data visualization, with some bars in the foreground and others receding into the background.

CLIL & DEEPER LEARNING

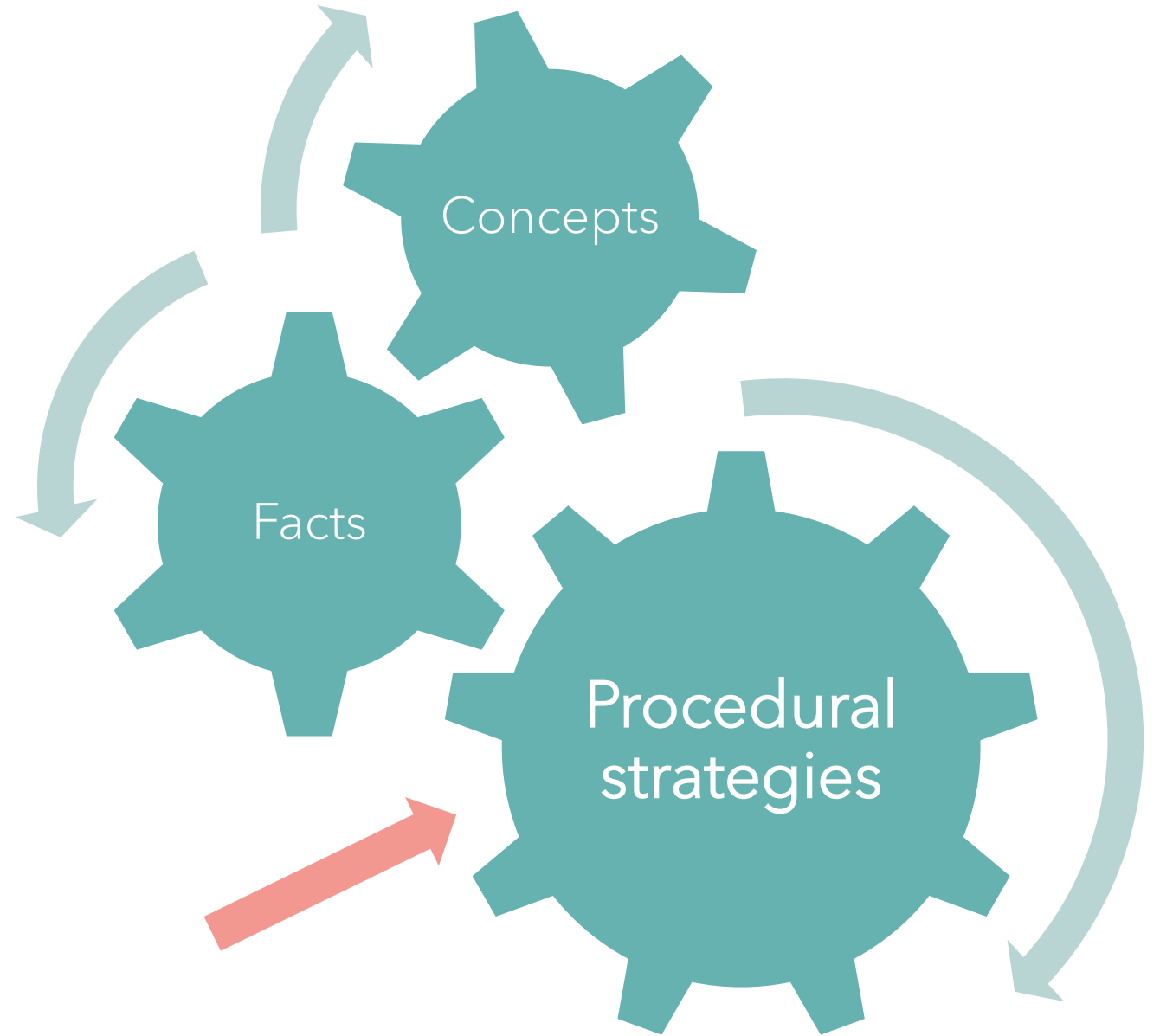
CLIL APPROACH



APPROACH OF PLURILITERACIES

Learning cannot be separated from language. Within the (PTL) model, students can participate in all forms of working within a content subject at different levels of complexity. However, the language students use will vary in terms of sophistication as they create subject knowledge literacy.

(Meyer, Halbach, Coyle, 2015)



CONCEPTUALIZING LEARNING PROGRESSION

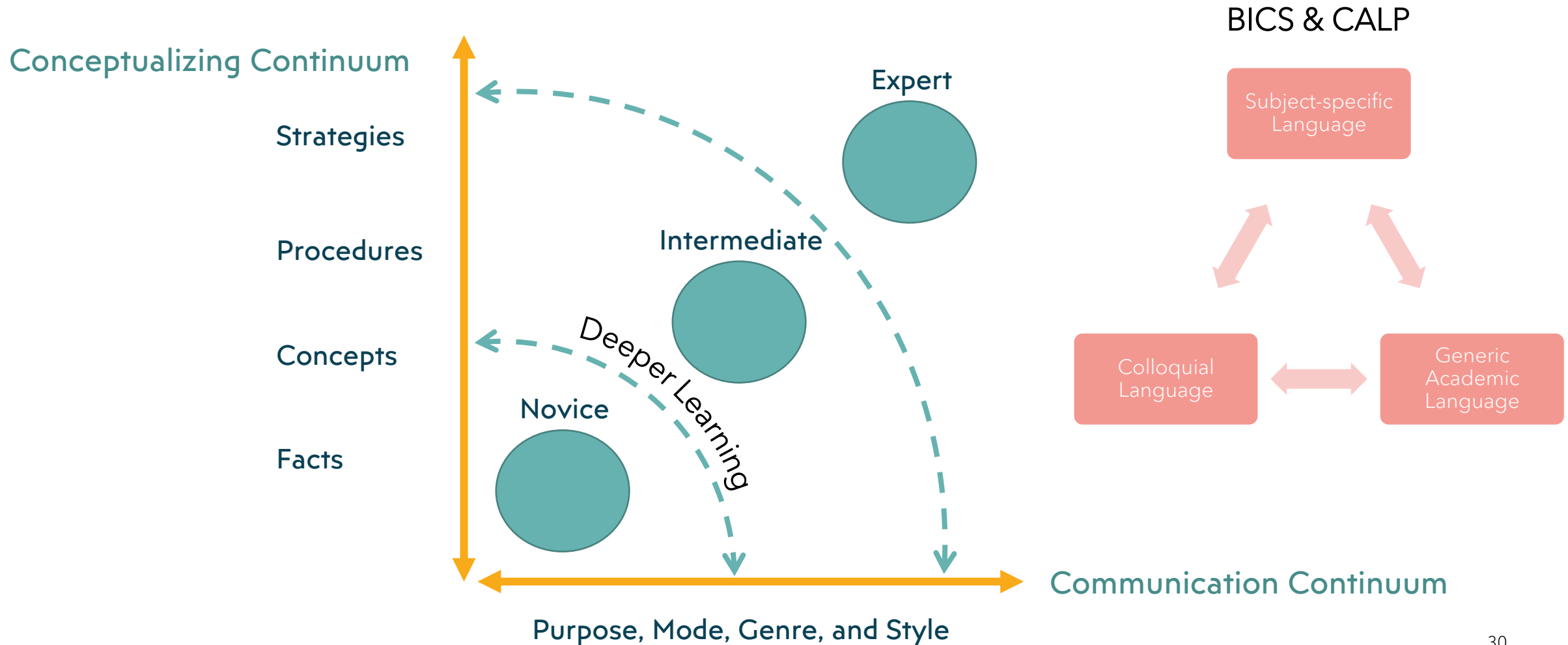
The idea that learners of all age groups can participate in all the ways of working and creating knowledge in a subject (doing, organizing, explaining, arguing) at an age appropriate level is one of our model's most central points.

(Meyer, Halbach, Coyle, 2015)



Genre Level / Literacy Level	Micro-Level (i.e. cause and effect)	Meso-Level (i.e. explanation)	Macro-Level (i.e. lab report)
Novice			
Intermediate			
Advanced			

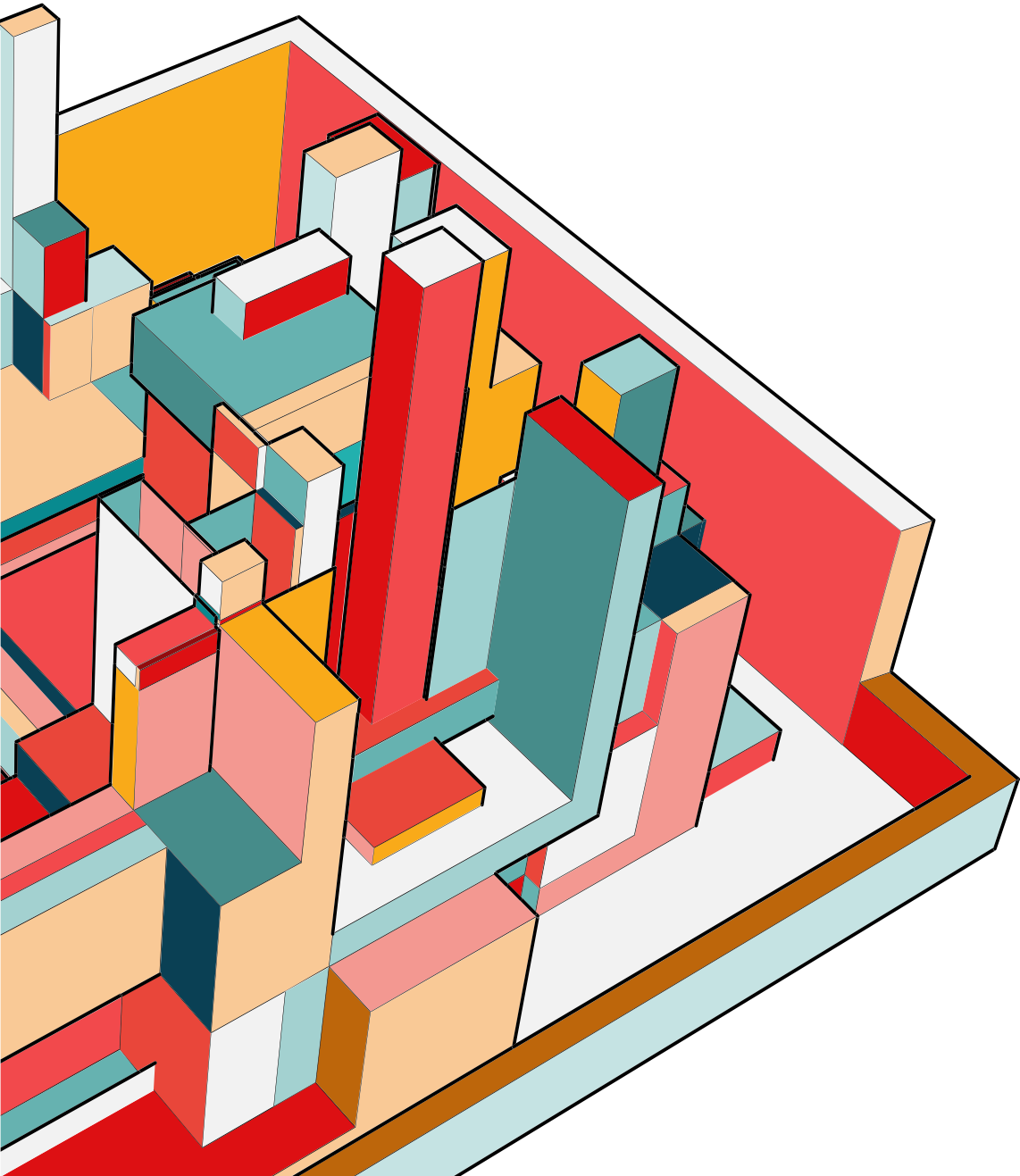
PLURILITERACIES TEACHING FOR LEARNING (PTL)



COGNITIVE DISCOURSE CONSTRUCTION (CDF)

CDF Type	Label	Communication Intention	Members
1	Classify	I tell you how we can cut up the world according to certain ideas.	Classify, compare, contrast, match, structure, categorize, list
2	Define	I tell you about the extension of this object of specialist knowledge.	Define, identify, characterize
3	Describe	I tell you details of what can be seen.	Describe, label, identify, name, specify
4	Evaluate	I tell you what my position is vis a vis X.	Evaluate, judge, argue, justify, take a stance, critique, recommend, comment, reflect, appreciate
5	Explain	I give you a reason for and tell you the cause of X.	Explain, reason, express, cause/effect, draw conclusions, deduce
6	Explore	I tell you something that is potential.	Explore, hypothesize, speculate, predict, guess, estimate
7	Report	I tell you about something external to our immediate context on which I have a legitimate claim.	Report, inform, recount, narrate, present, summarize, relate

(CDFs) are the core elements within the higher order thinking process that facilitate task design, and languaging for instruction, learning, and communication. Through (CDFs) learners are able to build and structure knowledge to make sense of new content.



THE LANGUAGE TRIPTYCH

“Working on the language “of” and “for” learning is essential to knowledge construction. Developing appropriate and increasingly more nuanced use of the CDFs according to challenging tasks demands, and languaging this learning, is language through learning.”

(Coyle and Meyer, “Beyond CLIL,” 2021)

How can a deeper learning experience benefit young learners?



BENEFIT OF CLIL INTEGRATION



Bilingualism cannot occur in isolation.



Subject content, taught at a high-support, high-challenge level, within a student-centered learning environment, that is languaged, and conducted along with higher-order thinking tasks, where feedback and reflection can occur, to construct a deeper learning experience.



Passive learners, to active learners, that can function successfully cross-culturally.

THANK YOU

Dwight Kilborn

