KA210-SCH - Small-scale partnerships in school education
Communicating and Learning Is Life-changing - C.L.I.L.
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Participating Organization: 6º GENIKO LYKEIO TRIKALWN

HANDBOOK

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Contents

Communicating and Learning Is Life-changing C.L.I.L.

An introduction to CLIL

The CLIL history

The term **Content and Language Integrated Learning** (CLIL) was launched during 1994 in conjunction with the European Commission. This followed a Europe-wide discussion led by expertise in Finland and the Netherlands on how to bring language learning excellence, found in certain types of school, into mainstream government-funded schools and colleges.

CLIL as an approach has slowly been gaining acceptance in European countries. In fact, in some countries, teachers are now required to use CLIL in their classrooms. The trend seems to be that CLIL will be used more and more in the future in most of the countries of Europe.

What is CLIL?

CLIL is a **dual-focused** educational approach in which an additional language is used for the learning and teaching of both content and language" (EuroCLIC, 1994).

In simple terms, CLIL integrates both Content Learning and Language Learning. Using CLIL, students learn one or more of their content subjects in a targeted language, often English, but sometimes in another second language. Students are not expected to be proficient in the new language before they begin studying.

Content and Language Integrated Learning (CLIL), in which pupils learn a subject through the medium of a foreign language, has a major contribution to make to the Union's language learning goals. It can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings.

With CLIL, learning content and learning an additional language are equally important. Both are essential curriculum subjects that evolve slowly but steadily throughout the curriculum. In the long term, students learn both the target content and the new language as well as, if not better than, students who study content and a foreign language in separate classes.

Efforts are being made to generalize CLIL in the European Union (EU) Member States due to a firm belief that this approach may benefit not only the **acquisition** of a specific subject matter, but also set a framework for **meaningful use of a foreign language** during a given educational stage.

CLIL and teachers

CLIL is taking place and has been found to be effective in all sectors of education from primary through to adult and higher education. Its success has been growing over the past 10 years and continues to do so.

Teachers working with CLIL are specialists in their own discipline rather than traditional language teachers. They are usually **fluent** speakers of the target language, **bilingual** or **native** speakers. In many institutions, language teachers work in partnership with other departments to offer CLIL in various subjects. The key issue is that the learner is gaining new knowledge about the subject matter while encountering, using and learning the foreign language.

Benefits of CLIL

CLIL can offer a variety of benefits. **It …**

- ✓ builds intercultural knowledge and understanding

- ✓ develops intercultural communication skills

- ✓ improves language competence and oral communication skills

- ✓ develops multilingual interests and attitudes

- ✓ provides opportunities to study content through different perspectives

- ✓ allows learners more contact with the target language

- ✓ does not require extra teaching hours

- ✓ complements other subjects rather than competes with them

- ✓ diversifies methods and forms of classroom practice

- ✓ increases learners' motivation and confidence in both the language and the subject being taught.

What about CLIL students

CLIL teachers **don't teach the sort of language** that students usually learn in language classes. CLIL students **don't …**

- ✓ follow a syllabus which is based on grammar development.

- ✓ learn tourist language such as "Can you tell me the way to The Eiffel Tower?" or "How much does this t-shirt cost?"

✓ learn language through the kind of topics usually found in language Course Books, such as "My Family", "Travel" or "Advertising".

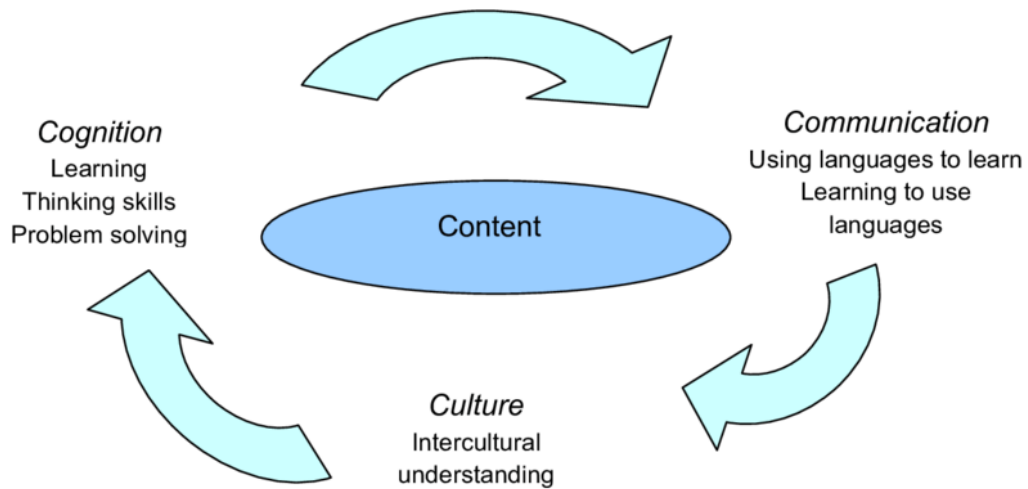In other words, **CLIL teachers don't teach Basic Interpersonal Communication Skills (BICS).**

What language do CLIL teachers teach?

It can be described in three categories.

✓ First of all, CLIL students need to know content-specific vocabulary for the topic they are learning, such as "terrain", "plateau", "estuary" or "flood plain" for geography, or "ratio", "divide", "fraction" or "decimal" for maths. They also learn the grammar which is needed for the subject, such as the past simple tense and "used to" for history, or "if....., then....." sentences for science.

✓ CLIL students also need to learn the language they will need to carry out activities during the lesson, such as sentence starters like "there is" or "there are" and sequence markers like "firstly", "after that" or "finally" for writing, or Functional Language "I disagree with ...." or "Shall we decide on...." for group work.

✓ CLIL students learn the sort of language which helps them organize their thoughts and solve problems, like "analyse", "categorise" or "design".

This sort of language learning is called CALP – Cognitive Academic Language Proficiency. BICS and CALP are terms introduced by Jim Cummins (1979).

The 4Cs

Cognition
Learning
Thinking skills
Problem solving

Communication
Using languages to learn
Learning to use languages

Content

Culture
Intercultural understanding

Content

In traditional teaching, teachers prepared a lesson around a logical development of the area the students were working on already, and also prepared the ground for what they were going to study next. It's just the same with CLIL. Teachers build lessons around what the students already know. Students develop their subject knowledge like building a wall, one course of bricks on top of the next.

Communication

In the past, students learned a lot of lesson content while they were listening to the teacher talk. With CLIL, teachers talk much less, because the students don't have enough of the new language to learn in this way. Instead, students learn together while they are working in groups and talking to each other, using as much of the new language as they can.

Cognition

CLIL trains learners to think for themselves. CLIL teachers ask questions and set problems which focus on thinking skills such as analysis or creativity. These are the skills which the students will be using when they start working in the real world.

Community

CLIL teachers help students to relate what they learn to the world around them. Students see that what they learn is not just a school subject, but can be something that will be useful in the real world, perhaps when they are building a career.

The Zone of Proximal Development and Scaffolding

CLIL learning is a process of construction of knowledge and of language at the same time.

Students almost always begin with some basic knowledge of the content and of the language that they will learn. In each CLIL lesson, new content and new language are introduced to build on the foundation the students already have. Through interaction with classmates, with the teacher, and with multimedia resources, each student constructs new knowledge at his own pace, moving from simple awareness, to real understanding and proficiency.

Between the two states of raised awareness and thorough competence, the student is developing some new knowledge or skill, but cannot yet use it independently and confidently. This intermediate stage of the development of learning is often described by **Vygotsky's metaphor of 'the Zone of Proximal Development' (ZPD).**

The temporary support given is described by the metaphor of 'scaffolding', because it provides a platform from which learners can construct the next level of understanding and knowledge.

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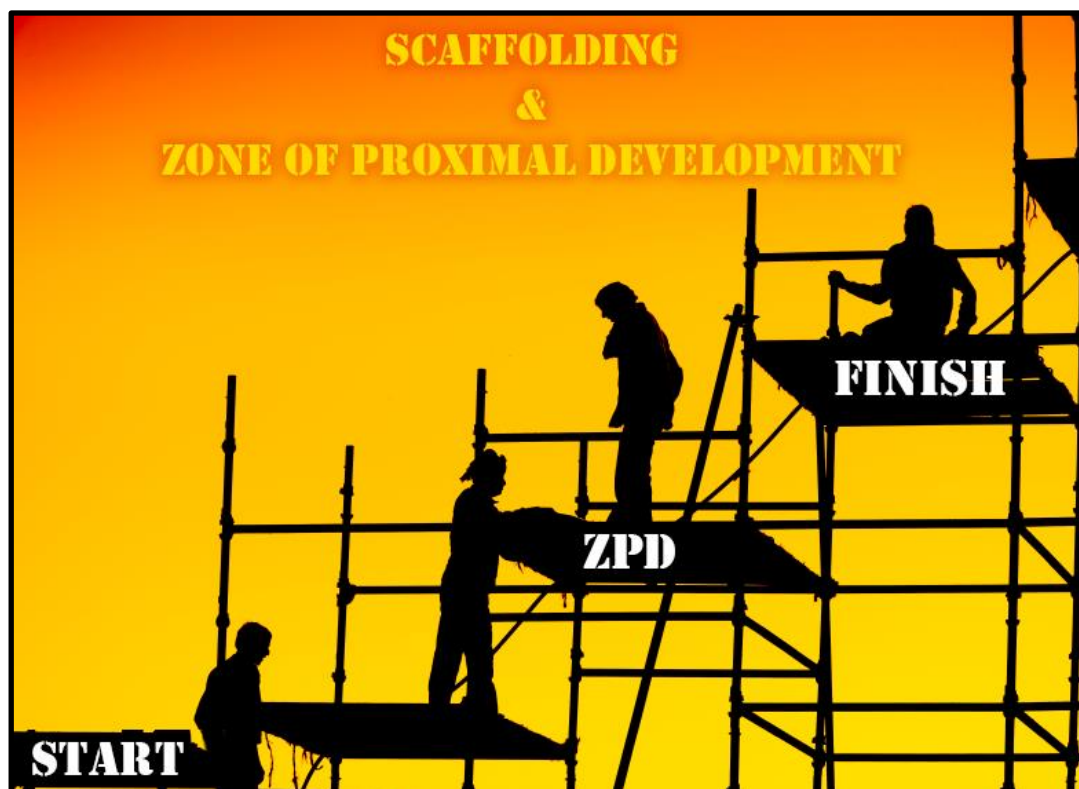
Scaffolding is a modular system of metal pipes which provides temporary support for people constructing buildings. It enables them to build much higher than they could reach from the ground.

Scaffolding as a metaphor is used to describe how learners can be helped to achieve things which they are not yet ready to do on their own. It is a useful description because it highlights that this help is only temporary. The help is removed gradually as the learner gains the necessary knowledge and experience to be independent, just as scaffolding is removed once a building is complete.

The aim of scaffolding is to enable a learner to move from a position where she cannot achieve a task alone, to a position where she is fully independent. In language-learning terms, it might be as simple as helping a learner to build an utterance from:

"**Yesterday I go shops Tanya**" to

"**Yesterday I went shops Tanya**" to

"**Yesterday I went shopping with Tanya**"

How can we provide scaffolding?

- ✓ by creating interest and activating prior knowledge

- ✓ by breaking tasks into smaller chunks/steps

- ✓ by providing support - to scaffold input and output

What can scaffolding do?

It can:

- ✓ engage / motivate the learners

- ✓ provide a clear direction

- ✓ keep learners on task

- ✓ guide learners to useful resources

- ✓ reduce surprise / uncertainty / disappointment / frustration

- ✓ deliver efficiency - help learners to work more efficiently / effectively

- ✓ make learning more individualized

Scaffolding Techniques
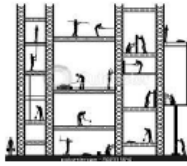
Scaffolding Techniques

| Verbal Scaffolding (Lang Development-focused)	Procedural Scaffolding (Grouping Techniques & Activity Structures)	Scaffolded Learning Tools
• Paraphrasing • Using "think-alouds" • Reinforcing contextual definitions • Developing Qs using Bloom's Taxonomy • Writing prompts • Following oral text with written text • Elaboration & expansion of student response • Use of cognates • Using synonyms & antonyms • Effective use of wait time • Teaching familiar chunks: "May I go to the bathroom?", "Excuse me" etc • Clear enunciation and articulation by T, slow when appropriate • Corrective Feedback techniques, especially elicitation, clarification, metalinguistic clues • Songs, jazz chants, rhythm & rhyme • Language Task for graphic organiser	• Using an instructional framework that includes explicit teaching: T-modelling, T-practising & St-applying • 1-1 teaching, coaching, modeling • Pairing/grouping Sts so that less experienced/knowledgeable Sts work with more experienced/knowledgeable ones • Activating prior knowledge • Think-Pair-Share • Personalisation (relating to Sts' lives) • Jigsaw Reading • Dictogloss • Co-operative Group Techniques • Joint writing project • Process writing • TPR • Roleplays & Simulations	• Graphic Organisers • Using Visuals & Imagery • Word Wall • Making a variety of resources available in class, eg dictionary, thesaurus, etc • Labelled visuals • Pictographs as a success supporting strategy for dictogloss • Videoclips • Online dictionaries like Multidict, in combination with Wordlink • Multimedia

Adapted from ideas presented in Echevarria, Vogt & Short , 2004 by Fortune, T (Mar 2004) with input from immersion teachers

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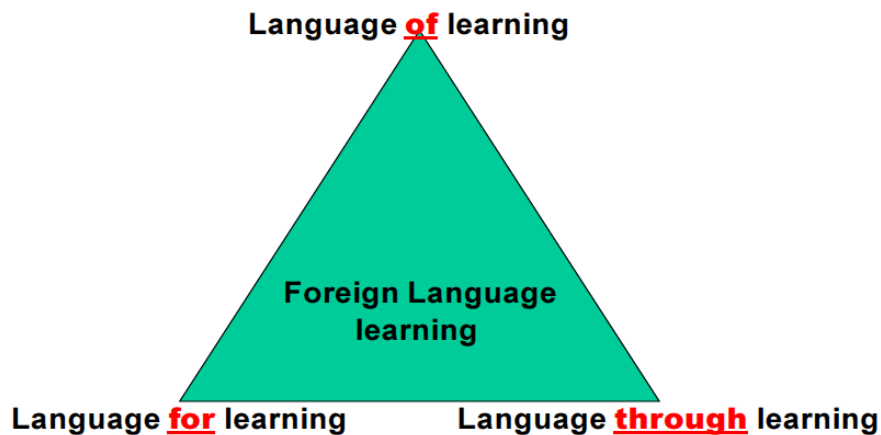
Planning a CLIL Lesson
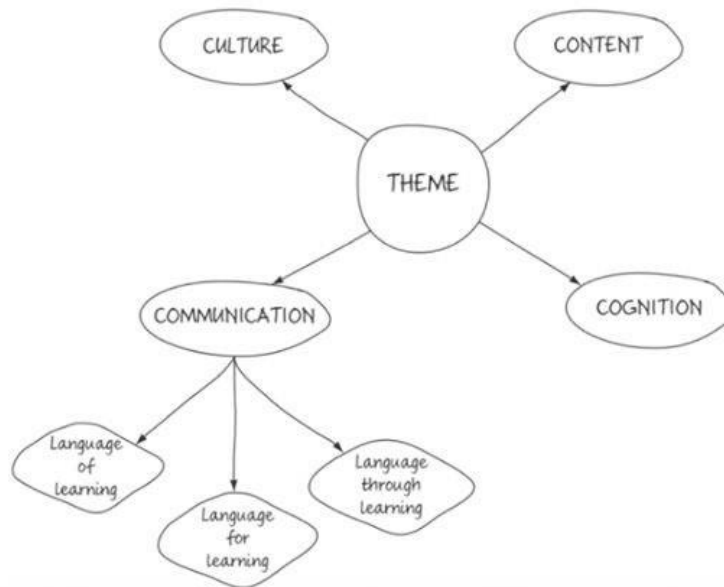
When planning a CLIL lesson for the first time, it is essential to take into account the following aspects:

- ✓ Timing: how long will my lesson take? What do I know about the attention span of my learners?

- ✓ Communicative Skills: How much do I know about the skills I wish to practice through my lesson? Remember you're NOT teaching grammar and vocabulary. You're teaching Language Functions.

- ✓ My pupil's physical involvement: You need to include activities for younger learners to be physically active throughout the lesson. CLIL lessons are not stative, there's no micromanaging.

Once you're clear about all that, your next step is to create a mind map of your lesson plan, which should actually look like the one you see below.

Notice the 4Cs? Content, Culture, Communication and Cognition. The theme and framework of your lesson should spin around them. Content refers to what we want to teach. Culture refers to making your pupils aware that there is a world beyond their own; that is to say, beyond the world of their L1, both literally and metaphorically. Communication refers to selecting key language functions (not grammatical patterns or word lists) to teach the content and deliver the aim of the topic.

Reconceptualising Language Learning

Language _of_ learning

Foreign Language learning

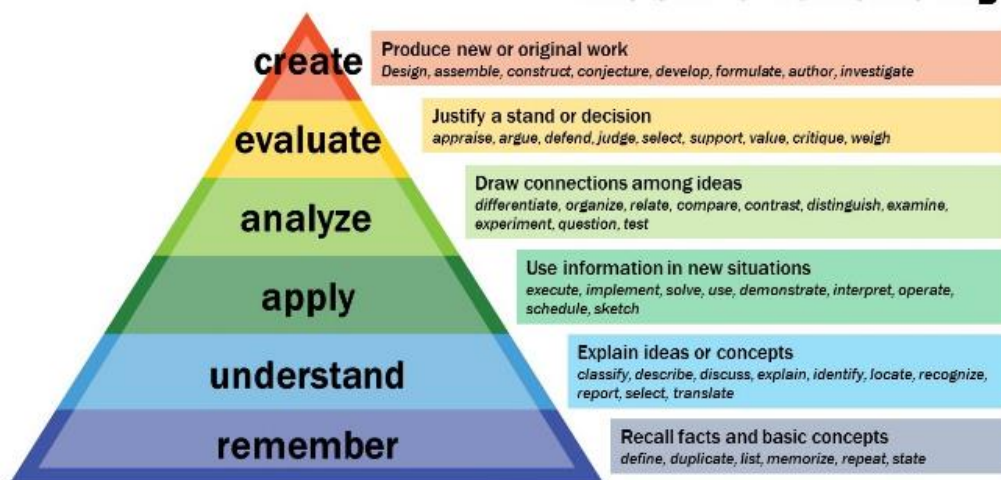**Language _for_ learning**   **Language _through_ learning**

The Language Triptych

Coyle, Hood, Marsh, 2010

Notice there's a clear distinction among: language FOR learning, language OF learning and language THROUGH learning. Cognition is perhaps the trickiest part of the story. In a CLIL lesson, pupils gather cognitive experiences which put together, make up the actual learning process. The CLIL approach gives you the opportunity to teach via thinking skills and that's huge, when it comes to the plasticity of thinking. What are these cognitive experiences? In short, they are what we call HOTs: High Order Thinking Skills. Authentic CLIL lessons have nothing to do with listing, matching, defining, describing, filling in gaps or memorizing. These are LOTs: Low Order Thinking Skills. CLIL lessons are about creating, producing, evaluating, judging and critically examining the concepts taught.

Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

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A typical CLIL Lesson Plan

Group	Date
Topic	
Previous knowledge/skills	
Aim(s)	

Teaching objectives	Learning outcomes
A. Content	**A. Content**
B. Cognition	**B. Cognition**

C. Communication

C.1 Language *of* learning (= topic specific essential vocab & grammar)

C.2 Language _for_ learning (=language needed to operate in the learning environment or in a particular lesson – discuss, justify, explain, etc)

C.3 Language _through_ learning

D. Culture/Citizenship

Teaching plan (type, timing & sequence of activities, D4D)

Assessment

An example of CLIL Lesson

This lesson plan for teachers of teenage and adult students at level B1 and above is based on the theme of **Regional Geography**. Students will develop all four language skills within a content-based context.

According to **Steve Darn**, the author of this lesson plan, a lesson of this type, at this level, could be conducted by a subject teacher, a language teacher, or team-taught by both. All the activities can be adapted for a variety of levels and mixed-ability groups.

A Lesson Plan

Topic

Regional geography / General studies

Aims

- To increase students' knowledge of subject content
- To develop students' knowledge of content-related lexis
- To develop all four language skills such as note-taking
- To provide material and information for further topic and language based studies

Age group

Teens

Level

B1+

Time

60+ minutes

Materials

- CLIL lesson worksheet

Introduction

This topic and accompanying tasks / activities offers the teacher (s) and students the opportunity to develop both content and language knowledge to an appropriate depth over a single lesson or a series of class hours.

1. Lead-in (5-10 minutes)	• The teacher tells the students that they are going to listen to and read a text about the geography of Vancouver. • The students brainstorm the topic (in groups or onto the board). The teacher elicits / teaches basic information (Canada, provinces, west, British Columbia). • Students predict the geographical content of the text (location, climate, population, economy).
2. Task 1: Predicting content (5-10 minutes)	• Students are asked to 'map' the text on the basis of their predictions. This takes the form of an ideational framework (flow, tabular, tree or star diagram), which can be used as a basis for note-taking later. The teacher provides an example of a framework (Task 1 on worksheet), but also offers the students the option of alternative diagrammatic representations of the text. *TIP:* a wall map of North America or Canada, and / or some pictures of Vancouver would be useful for stimulus and contextualization.
3. Task 2: Listening to confirm expectations (5 minutes)	• Students listen to the first two paragraphs of the text and compare what they heard to their predictions. TIP: The teacher may read the text, make a semi-authentic recording of the text, or use the text as a dictogloss activity, depending on level and time available.
4. Task 3: Noticing and analyzing language (reading) (10 minutes)	• Students are given the Text Part 1 and a chart to record lexis (Task 2 on worksheet) • Students are asked to read the text, noticing and recording lexis used to talk about location, climate, and population under the headings indicated on the chart. • Initial examples are provided by the teacher. *TIP:* The teacher needs to monitor closely during this activity, pointing out overlaps between categories and drawing attention to collocations and semi-fixed phrases and expressions • Students may work in groups on individual categories, in pairs on all categories, or individually and compare answers in pairs or groups.
5. Task 4: Vocabulary extension (10 minutes)	• The teacher elicits / teaches key vocabulary of urban economy. • Students are given a gap-fill version of the Text Part 2 and asked to complete the text. Students work individually and then check in pairs. (Task 3 on worksheet)
6. Task 5: Read and do – Map completion (10 minutes)	• Students are given an outline map of British Columbia (Task 4 on worksheet) and are asked to mark as many features from the text as they can. Further features may be added from other sources as a follow-up activity.
7. Follow-up activities	• Use wall maps, atlases and Internet resources to add to the map of British Columbia. • Parallel writing about another city in Canada • Content extension – further information about Vancouver (history, urban development) • Vocabulary extension – add language from the gap-fill to the vocabulary chart. • Project work (national-scale – Canada, city scale – Vancouver China town, local scale –living and working in Vancouver). *TIP:* The choice of follow-up activities will depend on whether content or language is to be the focus. Depth of study, particularly for project work, will depend on time available.

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Student worksheet

Task 1: Framework for note taking

Predict what you will hear in the text about Vancouver, using the different categories to make notes.

Then complete and expand the notes after you listen.

Vancouver			
location	climate	population	economy
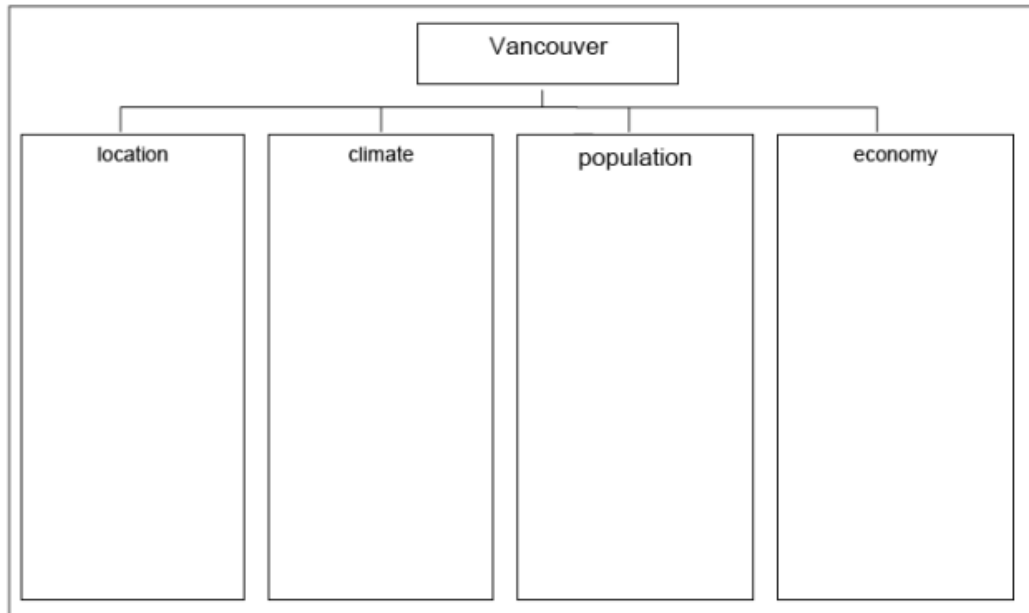
Task 2 Language analysis chart

Now read the text and make a note of any vocabulary in the correct categories

Subject specific vocabulary	Academic vocabulary	Other lexis
province	located	south west corner of
precipitation	annual	surrounded/ overlooked by

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Task 3: Gap-fill

Students complete gap-fill to consolidate new vocabulary items. The gap-fill exercise may be given with or without the items in the box:

primary	expanded	range	domestic	network
output	located	diversified	generate	partners

Economy

As the main western terminus of Canada's transcontinental highway and rail _____, Vancouver is the _____ city of western Canada, as well as one of the nation's largest industrial centres. The Port of Vancouver is Canada's largest and most _____ port, trading more than $43 billion in goods with more than 90 trading _____ annually. Port activities _____ 69,200 jobs in total with $4 billion in gross _____ product and $8.9 billion in economic _____.

Vancouver's central area has 60% of the region's office space and is home to headquarters of forest products and mining companies as well as branches of national and international banks, accounting and law firms. In recent years, Vancouver has _____ as a centre for software development, biotechnology and the film industry. Two of the Port of Vancouver's container docks are

_____ in the city. The Fraser River has barge and log traffic serving forestry and other water related industries. Around 1,800 acres of industrial land provide an important _____ of support services, manufacturing and wholesale premises for businesses throughout the city and region.

Task 4 – Map completion

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Texts

Text: Part 1

Location and climate

Vancouver is located in the southwest corner of Canada in the province of British Columbia, at about 49° Latitude and 123° Longitude, next to the Pacific Ocean. Vancouver is surrounded by water on three sides and overlooked by the Coast Range mountains that rise abruptly to more than 1,500m. Its climate is one of the mildest in Canada. Temperatures average 3°C in January and 18°C in July. Vancouver's average annual precipitation is 1,219 mm. Most rainfall occurs in winter

Population

With a population of about 545,675, Vancouver lies in a region of more than 2 million people. Vancouver is the largest city in the province of British Columbia and the third largest in Canada. It covers an area of 114 sq km.

Text: Part 2

Economy

As the main western terminus of Canada's transcontinental highway and rail network, Vancouver is the primary city of western Canada, as well as one of the nation's largest industrial centres. The Port of Vancouver is Canada's largest and most diversified port, trading more than $43 billion in goods with more than 90 trading partners annually. Port activities generate 69,200 jobs in total with $4 billion in gross domestic product and $8.9 billion in economic output. Vancouver's central area has 60% of the region's office space and is home to headquarters of forest products and mining companies as well as branches of national and international banks, accounting and law firms. In recent years, Vancouver has expanded as a centre for software development, biotechnology and the film industry. Two of the Port of Vancouver's container docks are located in the city. The Fraser River has barge and log traffic serving forestry and other water related industries. Around 1,800 acres of industrial land provide an important range of support services, manufacturing and wholesale premises for businesses throughout the city and region.

Further reading
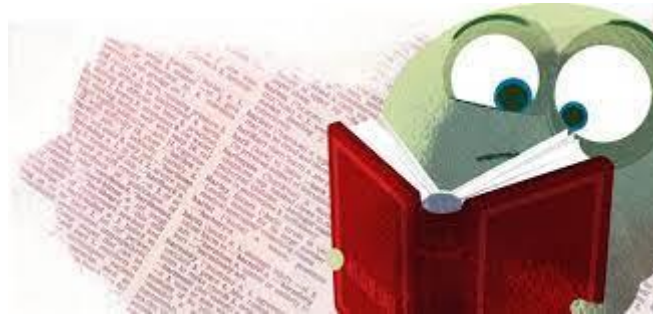
The following short list will give **new users a taste of the theoretical discussion** which underpins the **adoption of CLIL**.

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- ✓ **Coyle**, D. (2007). Content and Language Integrated Learning: Towards a Connected Research Agenda for CLIL Pedagogies, International Journal of Bilingual Education and Bilingualism, 10:5, 543-562

- ✓ **Coyle**, D., Hood, P. & Marsh, D. (2010). CLIL: Content and Language Integrated Learning. Cambridge.

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Glossary

- **BICS** - Basic Interpersonal Communication Skills

- **CALP** – Cognitive Academic Language Proficiency

- **CEFRL**: **Common European Framework of Reference for Languages**: Learning, Teaching, Assessment

- **CLIL**: Content and Language Integrated Learning

- **HOTs**: High Order Thinking Skills

- **L1**: a speaker's first language

- **Language skills**: The mode in which language is used. Listening, speaking, reading and writing are generally called the four language skills. Speaking and writing are the productive skills, while reading and listening are the receptive skills. Often the skills are divided into sub-skills, such as discriminating sounds in connected speech, or understanding relationships within a sentence.

- **Lesson plan**: An outline that guides teaching of a lesson. It normally includes aims and objectives; warm-up and review; engagement, study, activation of language (controlled, guided and free practice); and assessment of lesson. A good lesson plan describes procedures for student motivation and practice activities, and indicates materials needed.

- **LOTs**: Low Order Thinking Skills

- **Scaffolding**: Scaffolding is a concept based on the theory proposed by Lev Vygotsky, known as, 'Zone of Proximal Development (ZPD)'. It is one of the most popular teaching methods. In this mode of instruction a teacher helps the student initially, to learn a new concept and offers maximum assistance. Gradually, the teacher sets up newer tasks for the students to perform and apply their knowledge independently. The zone of proximal development literally means the distance between what children can do on their own and what they can do when assisted by an adult. Scaffolding is a strategy in which a knowledgeable person equips the student and provides him with all the information and support to acquire or learn a particular thing.

- **TBL**: Task-Based Learning

- **TL**: Target Language

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o https://skyteach.ru/2019/10/10/lower-and-higher-order-thinking-skills-lots-and-hots/?fbclid=IwAR2fzimzULf7NnNnbHJk4sFF_gNNV0pouhq58DsSQ7O3JqbsJeXkryAHLDg