CLIL CONTEXTS:
IMPLICATIONS FOR TEACHING

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1. What is CLIL?
2. What are the reasons for introducing CLIL? (Task 1)
3. What does a CLIL teacher need to be able to do? (Task 2)
4. How is language used in CLIL contexts? (Task 3)
1. WHAT IS CLIL?

“Content and Language Integrated Learning (CLIL) is a **dual-focused educational approach** in which an additional language is used for the learning and teaching of both content and language”.

“**CLIL is content-driven**, and this is where it both extends the experience of learning a language, and where it becomes different to existing language-teaching approaches”.

(Coyle et al. 2010:1)
What exactly is meant by ‘content’ in CLIL will depend on the context of the learning institution:

- the delivery of elements taken directly from a national curriculum
- a project based on topical issues (e.g. global warming, ecosystems)
- thematic, interdisciplinary, cross-curricular

(Coyle et al. 2010:27-28)
2. **What are the reasons for introducing CLIL? (Task 1)**

- CLIL creates conditions for **naturalistic language learning**.
- It provides a **purpose** for **language use** in the classroom.
- It has a positive effect on language learning by putting the emphasis on **meaning** rather than language form.
- It drastically increases the **amount of exposure** to the L2.

(Naves 2009:25)
Language learning that derives from content teaching strongly relies on **incidental learning**, that is students primarily concentrate on understanding, memorising facts or solving problems concerning the subject matter.

Although **intentional learning** remains the main objective of language teaching, CLIL may provide opportunities to focus on L2 use.
Connecting content learning to language learning:

“Students cannot develop academic knowledge and skills without access to the language in which that knowledge is embedded, discussed, constructed, or evaluated. Nor can they acquire academic language skills in a context devoid of [academic] content”.

(Crandall 1994:256)
Not only the ‘what’ of content teaching but also the ‘how’ of content learning.

“For content learning to be effective, students must be cognitively engaged”.

(Coyle et al. 2010:29)
The 4Cs Framework in CLIL contexts
(Coyle et al. 2010:41)
3. WHAT DOES A CLIL TEACHER NEED TO BE ABLE TO DO? (TASK 2)

In ‘successful’ CLIL programmes (Naves 2009:34):

- Teachers exhibit **active teaching behaviours**: giving instructions clearly, accurately describing tasks, pacing instruction

- Teachers use appropriate **strategies** such as demonstrating, outlining, using visuals, providing immediate feedback, checking comprehension
- Learners are allowed to respond in a variety of ways: verbal responses both in L1 and L2, by doing

- Teachers need to facilitate the integration of cognitively demanding academic content and the L2: identifying, comparing, drawing conclusions

- Teachers need to support content and language integrated learning through hands-on tasks, experiential learning tasks, problem-solving tasks, collaborative learning
4. HOW IS LANGUAGE USED IN CLIL CONTEXTS? (TASK 3)

(Coyle et al. 2010:95)

All teachers need to consider how much new content material they can introduce at any one time, and in a CLIL context they need also to review how familiar the language is.
## Content and language familiarity (Coyle et al. 2010:95)

<table>
<thead>
<tr>
<th>Content</th>
<th>Language</th>
<th>Inside the circle</th>
<th>Outside the circle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiar</td>
<td>Familiar</td>
<td>1. Sets and acclimatizes learners.</td>
<td>No cognitive challenge: danger that CLIL is seen as only re-learning old content in another language.</td>
</tr>
<tr>
<td>Familiar</td>
<td>New</td>
<td>2. Establishes departure point and introduces specialist language.</td>
<td>Danger that language becomes a barrier, although the content is already known. Objectives may become over-focused on language.</td>
</tr>
<tr>
<td>New</td>
<td>Familiar</td>
<td>3a. The language remains accessible as new concepts are introduced.</td>
<td>Danger that new content is ‘dumbed down’, as over-simple language cannot do justice to new material.</td>
</tr>
<tr>
<td>New</td>
<td>New</td>
<td>3b. The language becomes more complex as the new material is consolidated and subject confidence grows.</td>
<td>Cognitive challenge too high: danger that CLIL is seen as impossible. Objectives may become over-focused on language.</td>
</tr>
</tbody>
</table>

‘circle’ = lesson planning
The language triptych (Coyle et al. 2010:36)

Language needed for learners to access basic concepts and skills relating to the subject theme or topic.

Active involvement of language and thinking, e.g. learners are encouraged to articulate their understanding.

Language needed to take part in learning tasks.
Key vocabulary/phrases

Language of learning

Language of describing, defining, explaining, hypothesizing

Use of modal verbs to predict events

Future and conditional tenses for cause/effect, solutions
Language for learning

- Asking and answering questions using evidence
- Language to build arguments and disagreements
- Language for project work
- Writing a report
Language through learning

Presentation skills

Discussion skills

Using feedback

Presenting evidence
## TASK 3, EXTRACT 1

<table>
<thead>
<tr>
<th>Language of learning</th>
<th>Language for learning</th>
<th>Language through learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Here’s our plant.</td>
<td>There’s a problem …</td>
<td></td>
</tr>
<tr>
<td>• It’s a red plant.</td>
<td>What do you think?</td>
<td></td>
</tr>
<tr>
<td>• That’s one meter away.</td>
<td>OK, here we go.</td>
<td></td>
</tr>
<tr>
<td>• If I move that lamp…</td>
<td>Right, now…</td>
<td></td>
</tr>
<tr>
<td>• What do I do to the amount of light that hits the elodea?</td>
<td>Ok, now ….</td>
<td></td>
</tr>
<tr>
<td>• (It) decreases</td>
<td>Let’s say that…</td>
<td></td>
</tr>
<tr>
<td>• By how much?</td>
<td>Right!</td>
<td></td>
</tr>
<tr>
<td>• Twice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>