Session 6 ‘CLIL in Europe and the UK’ (Do Coyle)

Dr Do Coyle is a former Head of MFL in a school and an experienced university teacher trainer who has been involved in a number of United Kingdom and European initiatives, particularly in the area of Content and Language Integrated Learning (CLIL). She considers the development of CLIL in Europe and refers to some of the pilot work in this area in England.
Teaching through a foreign language

Three assertions:

- Teaching through and in the FL/SL can be done at any level (age, ability, FL competence) provided that certain conditions exist;
- Teaching through and in the FL/SL requires learners to learn in the FL/SL
  - learners need content to learn
  - learners need language through which to learn - especially talk;
- Teaching through a FL/SL requires attention to oracy & literacy and demands that content is made accessible.

The above provide opportunities to reconceptualise fundamental issues
Using language: the paradox

Language is a system which relates what is being talked about (content) and the means used to talk about it (expression). Linguistic content is inseparable from linguistic expression. In subject matter learning we overlook the role of language as a medium of learning and in language learning we overlook the fact that content is being communicated.

Mohan, 1986
Teaching MFL

Traditionally, language teaching has been conceptualised through one major learning route:

- grammatical progression
  with secondary consideration given to
- conceptual/cognitive/cultural progression and only lip service to
- content progression in KS3/4
Teaching MFL

More recently, communicative approaches may run alongside grammatical progression with some attention given to cultural, thematic and task-based learning **BUT** in the school sector, especially from 11+ there is little authentic classroom interaction. Grammar & exams still tend to determine teaching approaches.
MFL- some difficult questions

1. Where is the content in MFL?
2. How do we challenge students to think and learn new content?
3. Why is so little attention paid to culture?
4. Why do we use testing tools as teaching tools?
5. How are we going to redress the fall-out?
What is CLIL?

What are the different CLIL models?

What does it offer us as language teachers?

What have we learnt from CLIP?

How might it be implemented in my school?
CLIL

The 4Cs Teaching Framework:
- **content**/subject matter/project/theme
- **communication**/language
- **cognition**/thinking
- **culture**/citizenship

University of Nottingham
Using language

content
Using language to learn
Learning to use language

A 4Cs teaching framework requires a
re-conceptualisation of language from
language learning *per se* towards an
integrated model which actively involves
the learner in using and developing

*Language of Learning*
*Language for Learning*
*Language through Learning*
Reconceptualising Language Learning

Language of learning

Foreign Language learning

Language for learning

Language through learning
Using language

Demands teachers **systematically** plan for, teach, monitor and evaluate:

- **Language of Learning** - linked to an analysis of content, thematic, syllabus demands - grammar, vocabulary, structures, functions
- **Language for Learning** - builds up learner repertoire linked to meta-cognitive skills & talk for learning in contexts real for the learners
- **Language through Learning** - emergent knowledge building & skill development, cognitive development, BICS/CALP
Using language

High cognitive

3

4

Low Linguistic

2

1

Low cognitive

High Linguistic
Discutez bien .......

Ne crie pas - même si tu n’es pas d’accord

Attention- les poseurs ne sont pas acceptés dans le groupe

Si tu ne comprends pas-il faut demander une explication

Ecoute - chacun à son tour

Rappel: la discussion vous aide à apprendre
**BLOOM’S Taxonomy of Thinking skills**

**Analysis:** Analyse, Characterise, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate,

**Synthesis:** Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organise, Perform, Plan, Produce, Propose, Rewrite
BLOOM’S Taxonomy of Thinking skills

**Evaluation:** Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritise, Prove, Rank, Rate, Select
Bloom’s Taxonomy Verbs

**Knowledge:** count, define, describe, draw, enumerate, identify, label, list, name, quote, recall, recite, reproduce, sequence, view

**Apply:** administer, articulate, assess, compute, control, establish, imitate, inform, instruct, select, transfer, use

**Comprehend:** classify, cite, conclude, convert, describe, estimate, generalise, interpret, locate, makes sense of, review

**Analyse:** break down, characterise, classify, correlate, differentiate, discriminate, focus, illustrate, outline, prioritise
What is CLIL?
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How might it be implemented in my school?
CLIP schools 2004

Archbishop Michael Ramsay (Geog/Fr KS3)
Dartford Grammar (History in Fr/Ge/Sp KS3/4)
Elliot School (Geog/Fr KS2)
Park View (PSE/ Fr KS3)
Tile Hill Wood (Geog/Fr KS3)
Tomlinscote (History in Fr/Ge/Sp KS3)
Wolfreton (Geog/Fr KS3)
CLIP schools 2004

Student comments:

It’s a good thing we are mixing it we are getting two things in one

I don’t like History in English- I enjoy using the language more this way

It’s a good way of doing it you learn loads more
What we know about CLIL

CLIL is not about:

- Backdoor language teaching or additional subject teaching
- ‘Dumbing down’ of subject content
- Favouring languages at the expense of the non-language subject
- Threatening subject specialisms from either perspective
- Trendy or new- it’s been around a long time
- Aiming at making students bilingual
What we know about CLIL

CLIL is not about:

- Immersion education (eg the Canadian model) but rather a flexible European approach which responds to a very wide range of situational & contextual demands
- Being elitist and therefore only for more able students
- Buying in foreign national teachers
- Teaching what students already know but in a different code (ie the foreign language)
CLIL potential: 10 good reasons

1. Revisits effective teaching and learning and provides new challenges
2. Offers opportunities for connecting elements of the curriculum in an explicit way- making connections, building on strengths-motivating
3. Puts literacy at the forefront (Bullock revisited) as well as communication skills (interaction, talking rather than speaking)
4. Redefines appropriacy of skills such as reading texts (DARTS), using writing frames, key messages
5. Provides excellent opportunities for challenging all learners-thinking skills
CLIL potential: 10 good reasons

6. Adds meaning to citizenship and global issues
7. Offers infinite ICT opportunities
8. Raises linguistic competence and confidence in it sense
9. Challenges xenophobia
10. Widens horizons at different levels:
    students understanding
    school curricular organisation
    GCSE options
    attainment
    cross-curricular approaches
    gender issues associated with specific subjects
What CLIL Research tell us

• Raises linguistic competence and confidence
• Raises teacher and learner expectations
• Involves risk-taking and problem-solving
• Motivates and encourages independence
• Takes students beyond reductive topics
• Improves L1 literacy
• Encourages linguistic spontaneity
• Develops study skills, concentration
• Positive attitudes, gender issues, motivation
• Develops thinking skills
• Puts culture back on the agenda
• Increases vocabulary learning skills
Final Comment

There are no prescribed models - schools are encouraged to contextualise the issues and formulate their own models. CLIL is supported by the DfES and CILT. Cross-curricular projects may be an excellent starting point along with a national curriculum audit of connections between subject and MFL departments.

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