

Curriculum Integrated Language Teaching



Professor
Kim Bower

The 3rd Annual Future of
Modern Foreign
Languages in Education
Conference

March 24 2021



**Sheffield
Hallam
University** | Sheffield
Institute
of Education

CLIL: origins, distinctiveness, applications

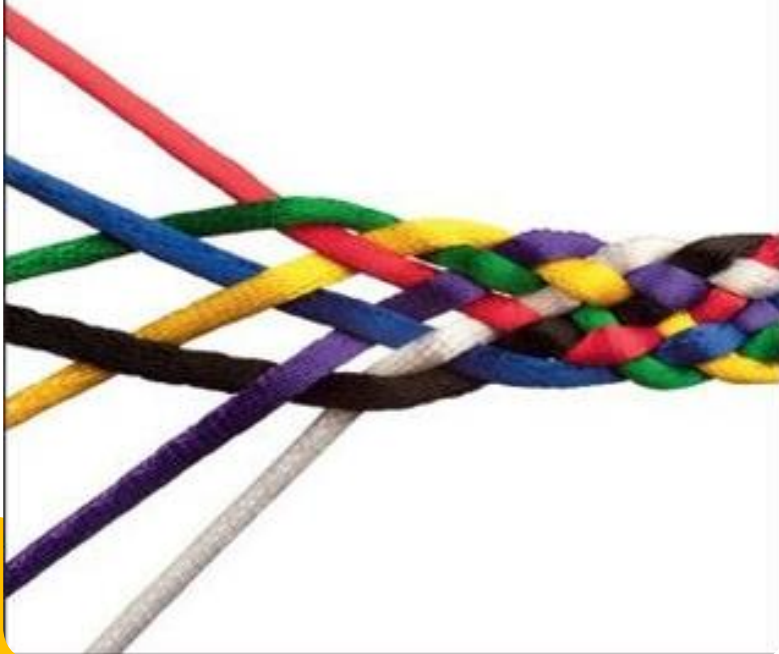
Outline

- **The context for CLIL**
- **Why, what and how of CLIL**
- **CLIL tools that underpin the CLIL pedagogic approach (shared understanding to support the expansion of CLIL practice/professional learning)**
- **Identifying pedagogies CLIL draws on (the future, ongoing evolution of CLIL)**

Curriculum Integrated Language Teaching

CLIL in Practice

Edited by Kim Bower, Do Coyle,
Russell Cross and Gary N. Chambers




Curriculum Integrated Language Teaching:

CLIL in Practice, CUP

- sets out issues for language learning in Anglophone-dominant contexts
- shows what CLIL is and how CLIL can be applied in these contexts to provide high quality teaching
- includes the use of the pedagogical approach of CLIL for EAL learners
- explores the potential for pluriliteracies to enhance language learning

Why CLIL?

Curriculum content

- 32% of young people in UK feel confident reading and writing in another language, compared 89% in the EU
 - narrow focus on **outcomes** at 16 (policed by stringent inspection regime) **trumps innovation** (Bower, 2020)
 - *a dull topic-based diet which captures neither their [learners] interest nor their imagination* (Bell, 2004:7)
 - 4.5% learners don't learn a language (Collen, 2020)
 - Marked decline in international links over the last 3 years (Collen, 2020)
 - Intercultural competence?
- 

Policy-driven opportunities

Ofsted: unintended consequences of drive to raise standards

- enormous pressure on schools and therefore on teachers to 'teach to the test' – limits innovation (Bower, 2020)
- new focus on 'pursuit of real, deep knowledge and understanding of subjects' (Spielman, 2018) .

Why CLIL?

Increasing richness in linguistic and cultural backgrounds

A fantastic resource!

- a rapid growth of migrants to the UK
- People from different countries, languages, cultures, histories and religions now live and work side by side (Conteh and Meier 2014)
- increasing numbers of students from linguistically and culturally diverse backgrounds, need to learn English (EAL)
- 1,620,000+ EAL students in maintained schools in England speak/engage with other languages at home (DfE 2020)
- Some schools are combining Pedagogies to meet the needs of EAL learners

Language Learning Language Using

We believe that monolingual education is no longer adequate in the twenty-first century, and that every society needs *some* form of bilingual education. Our view of bilingual education is complex, like the banyan tree, allowing for growth in different directions at the same time and grounded in the diverse social realities from which it merges.

(Ofelia Garcia, 2009, 17).



England: two developing strands of bilingual education

- Bilingual education
- pioneers 1970s/80s
- based on Canadian immersion model
e.g. Goff's, Mill Hill
- curriculum taught in a foreign language (10-50%)
- language colleges 1995-2010
(promote language learning in school and community)

- CLIL
- 1990s Early centre: University of Nottingham (Do Coyle, Philip Hood)
- led by language teachers
- promote and preserve language learning in UK
- dual focus content and language
- range of models - modules in language lessons to subject and curriculum strands
- language colleges 1995-2010



Why CLIL?
...what do
learners and
leaders say



Why CLIL?

what the
learners say ...

On WW2 unit:

when you're learning French, you learn France's perspective rather than Britain's perspective ... **it changes your view on what's happened** because you're learning about different people and like how **they** went through the [war]. Learner, age 13

On the importance of learning about how others live:

'It gives you a better view of people's situations'; 'it helps you respect ...'; '...get empathy'; '...you realise how hard some people's lives are'; 'it gives you ... a moral view of life' and 'makes you a better person'. Learner, age 13

I don't necessarily want to learn about what's in people's pencil cases, but I like learning about world things that you can actually say and would be useful to you in French

Learner, age 12

the really clear difference for the children is when they are doing something which clearly links to another subject, you don't need to spend any time whatsoever on the relevance. The relevance is there for all to see

Headteacher on the benefits of CLIL



Learners on Y7 German CLIL

L1

when we were in Primary School, like all the way through Primary School, we did no German, and, like, a few weeks ago we produced a whole [geographical] brochure about *Boston* in German [CLIL]

L2

We learned in the first month here more German than we ever learned French. (4 years of French in primary school)

School leaders' perspectives on CLIL in England (Bower, 2020):

Leaders at all levels acknowledged the impact of enhanced linguistic skills which were being transferred to other subjects across the curriculum

School leaders perceive CLIL to make a potentially strong contribution to the pressing school improvement agenda through the acceleration of learner progress characterised by high levels of pupil concentration, effort, enjoyment and progress.

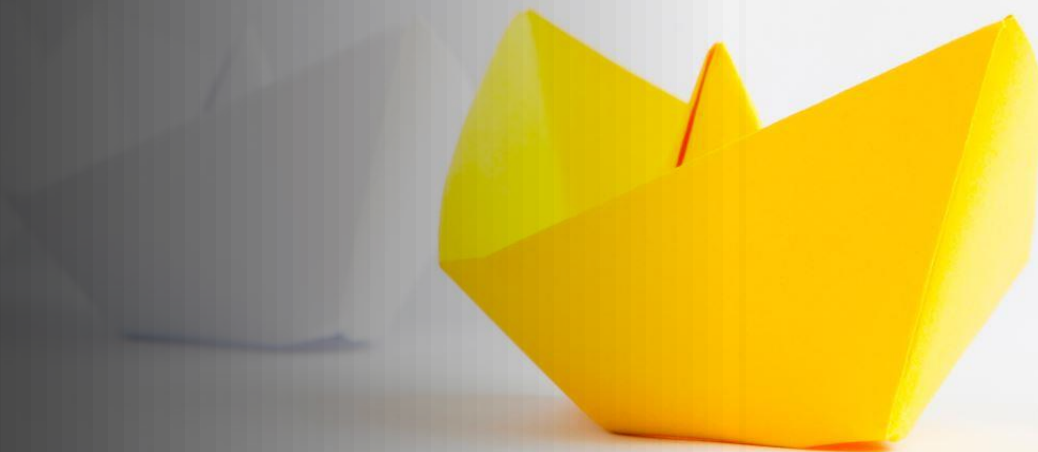
it [CLIL] does raise attainment across the board, it doesn't detract from, it doesn't water down ... the other subjects, and it does lead to an increase in attainment and student engagement...
(Head of German)

- It's not easy, ... and there's a lot of hard work and dedication goes into it, but it's well worth it in the end, because the children do make amazing progress; ... it's something intangible as well, and because it's intangible you can't describe it, but ... you feel the atmosphere and the enthusiasm and the progress.

(Vice Principal)



What is
curriculum
integrated
language
teaching?





take the CLIL
tools ...



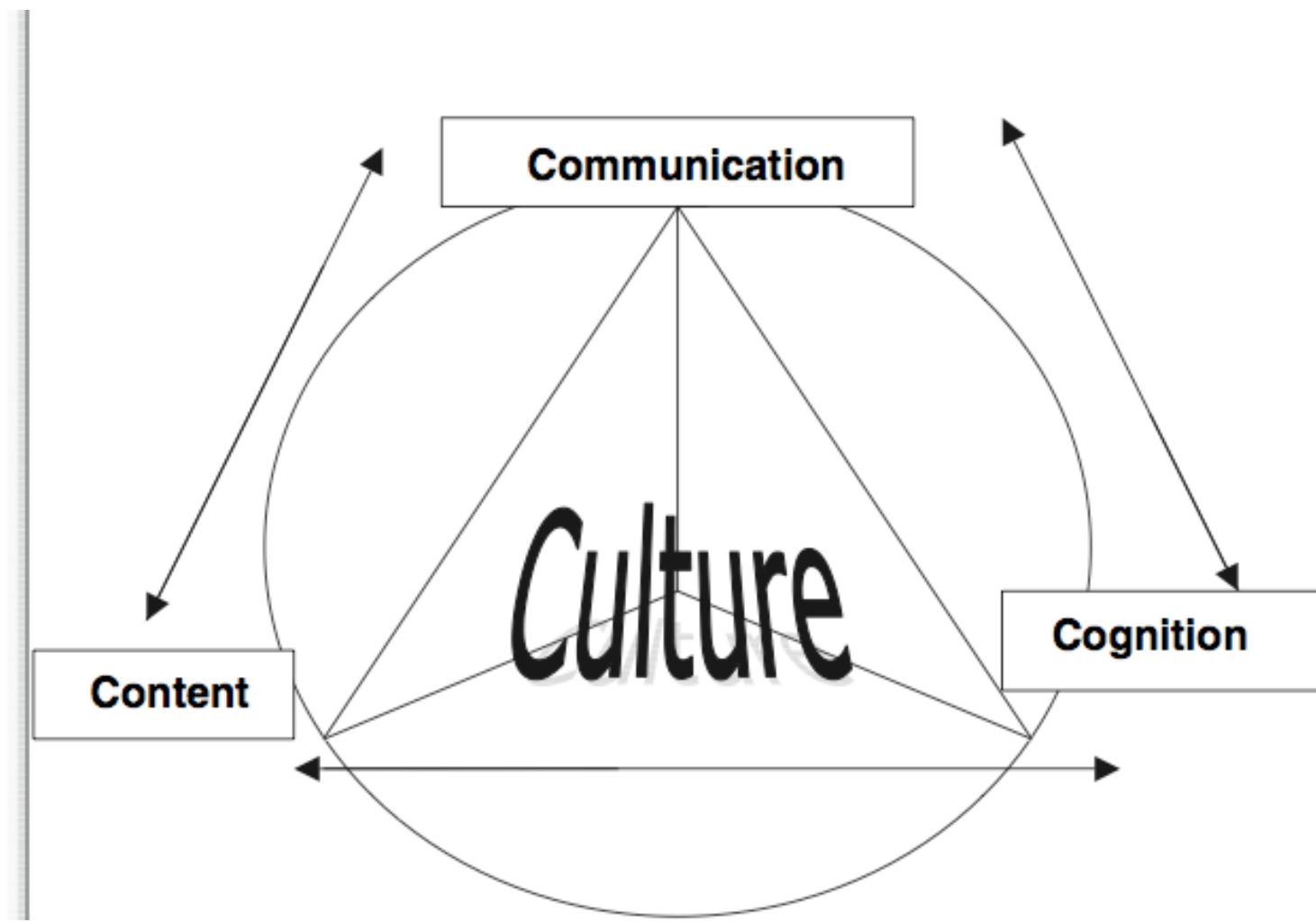
CLIL pedagogic approach: the *what* and *how* of CLIL

Framework for what is to be taught: the 4Cs framework, Language Triptych

- Conceptualising key aims, objectives, and outcomes
- Awareness of content integrated language learning demands

7 Principles for how it is to be taught (i.e., the pedagogic guidelines)

- Guidance for planning integrated content and language lessons and teaching/learning experiences



(Coyle, 2006, p. 10)

CLIL tools:
the *what* of
CLIL

The CLIL 4Cs
Framework

The 4Cs Framework: What is being planned for, taught, and assessed (Coyle, 2006)

Content

The subject matter, theme, and topic forming the basis for the program, defined by domain or discipline according to knowledge, concepts, and skills

(e.g., Science, IT, Arts, etc.).

Communication

The language to create and communicate meaning about the knowledge, concepts, and skills being learned

(e.g., stating facts about the sun, giving instructions on using software, describing emotions in response to music, etc.).

Cognition

The ways that we make sense of knowledge, experience, and the world around us

(e.g., remembering, understanding, evaluating, critiquing, reflecting, creating, etc.).

Culture

The ways that we interact and engage with knowledge, experience, and the world around us;

socially (e.g., social conventions for expressing oneself in the target language),

pedagogically (e.g., classroom conventions for learning and classroom interaction), and/or

disciplinarily (e.g., scientific conventions for preparing reports to disseminate knowledge, etc.).

CLIL tools: the *what* of CLIL. The CLIL Language Triptych

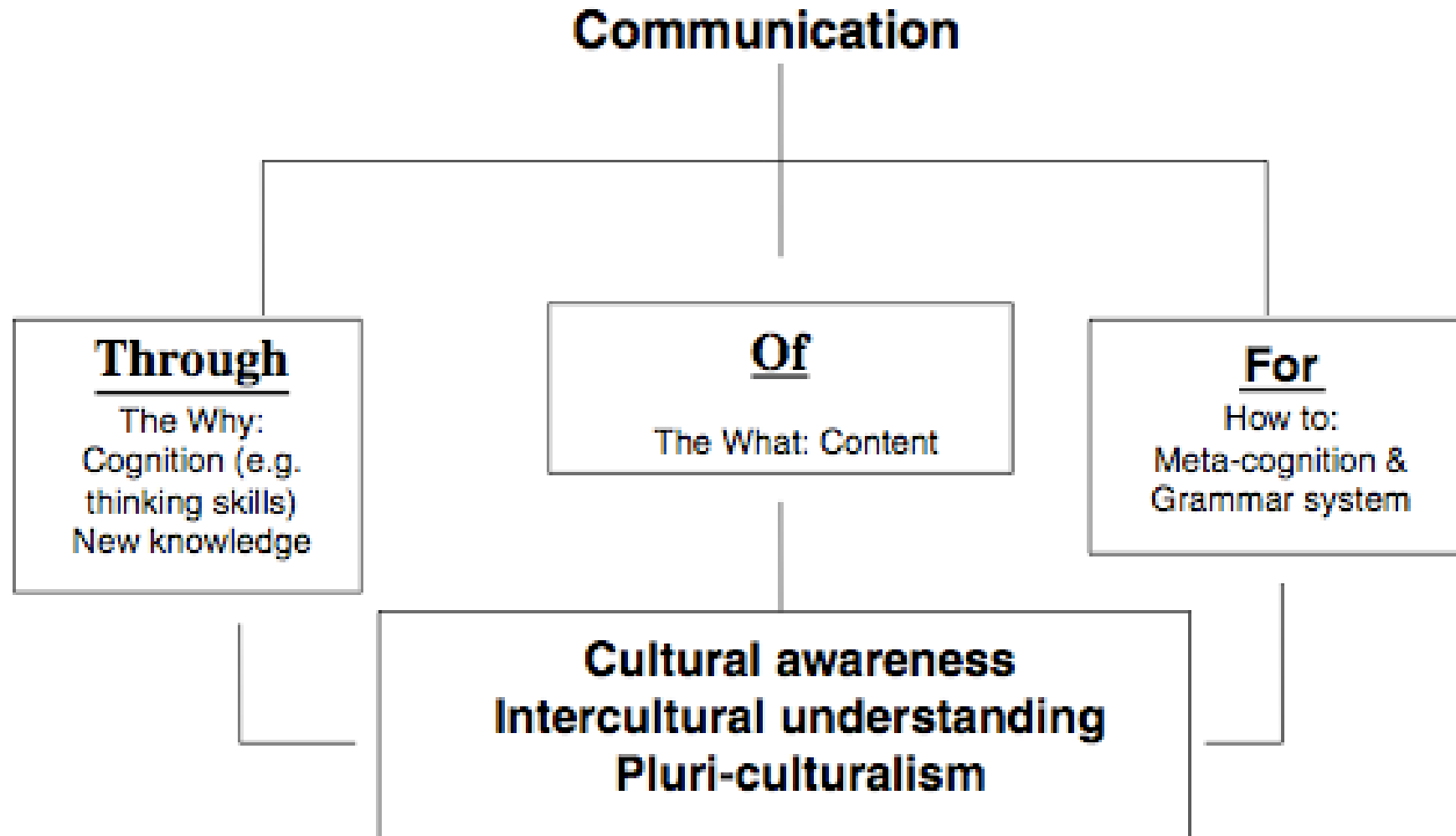


Figure 2 Embedding language (communication) in CLIL: an analytical framework

(Coyle, 2007, p. 552)

The Language Triptych: Identifying language demands and objectives from content integration (Coyle, 2007)

Language of learning

- Language that is embedded in the content being studied, and required to access those concepts, knowledge, and/or skills

Language for learning

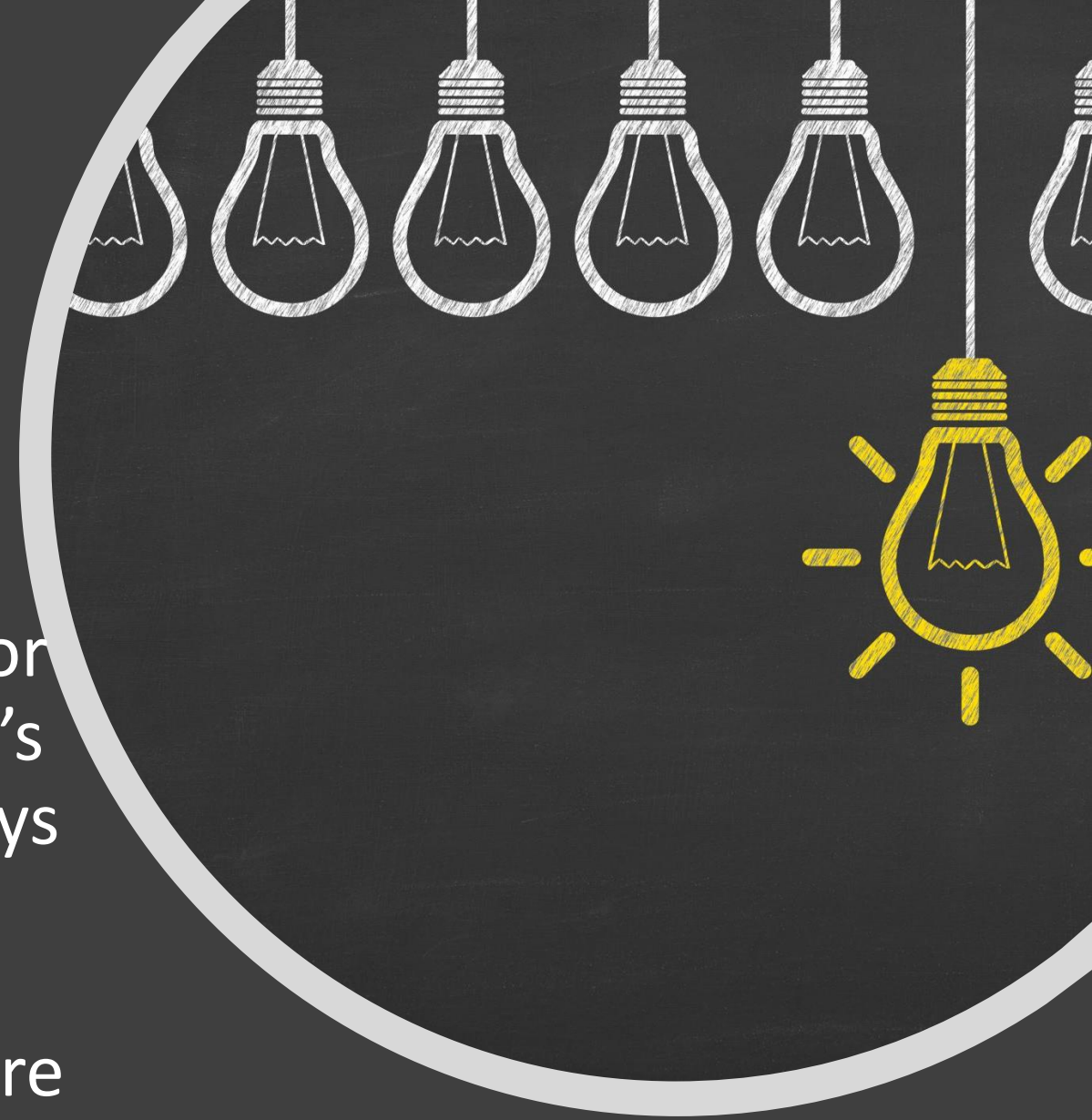
- Language that enables learners to function effectively in the classroom between other students, the teacher, and for managing one's own learning and understanding

Language through learning

- Language that emerges through higher-order engagement while reflecting on what the language and content mean, and in trying to contribute their own interpretation and understanding of that through dialogic interaction with others – articulating or *linguaging* their learning

4Cs as (Subject) Literacies for deeper learning

Meaning-making involves knowing **(content)** and deeper thinking **(cognition)** which requires language, for explaining or demonstrating individual's understanding **(communication)** in ways which are culturally appropriate according to subject/topic specific discourse **(culture)**. These processes are all about developing subject literacies.



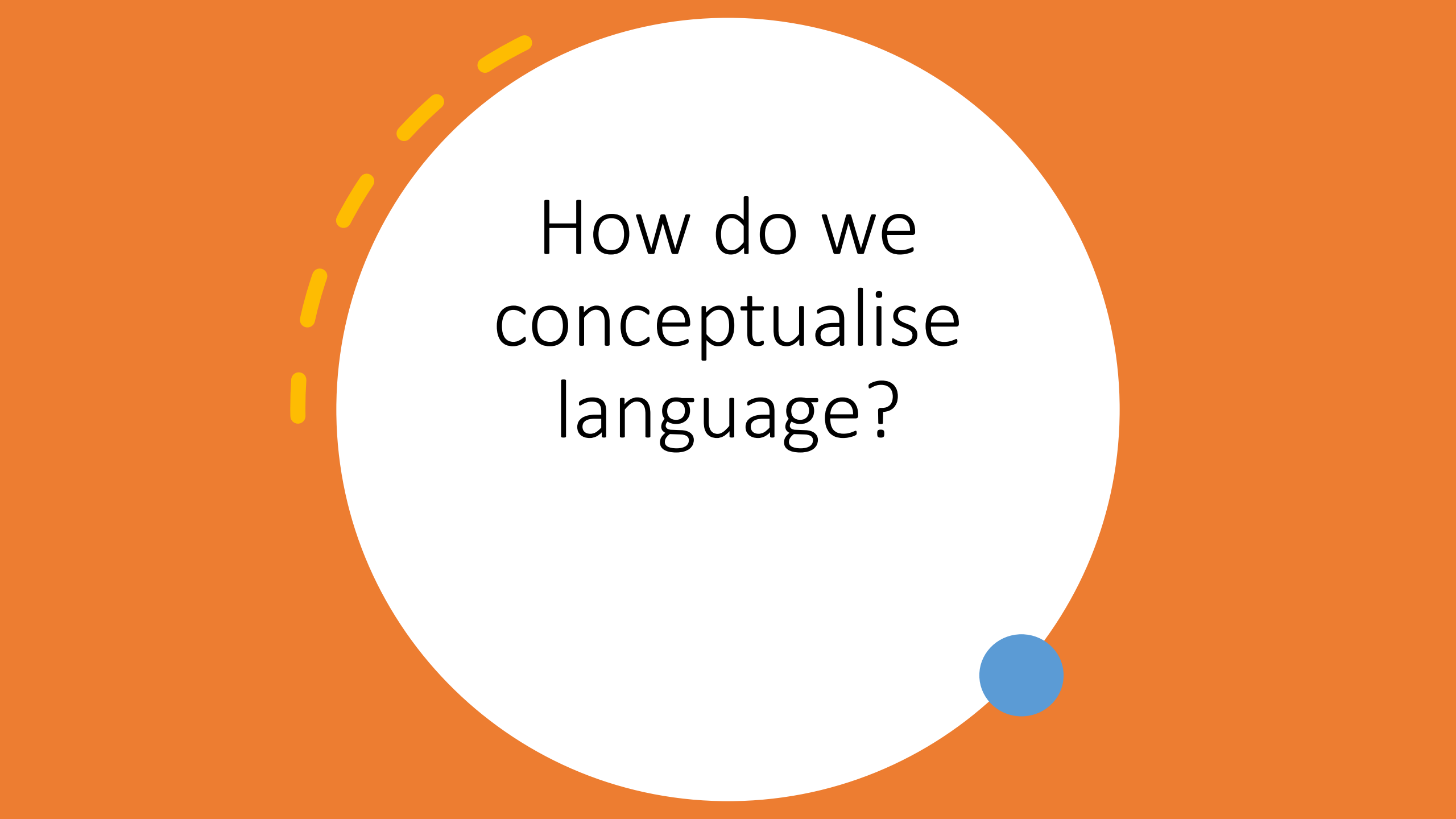
How of CLIL? Seven principles to guide *how* language and content can be integrated successfully to support learning (Coyle et al., 2010, p. 42)

1. Content matter is not only about acquiring knowledge and skills, it is about the learner creating their own knowledge and understanding and developing skills (personalized learning).
2. Content is related to learning and thinking (cognition). To enable the learner to create their own interpretation of content, it must be analysed for its linguistic demands.
3. Thinking processes (cognition) need to be analysed for their linguistic demands.
4. Language needs to be learned which is related to the learning context, to learning through that language, to reconstructing the content, and to related cognitive processes. This language needs to be transparent and accessible.
5. Interaction in the learning context is fundamental to learning. This has implications when the learning context operates through the medium of a foreign language.
6. The relationship between cultures and languages is complex. Intercultural awareness is fundamental to CLIL.
7. CLIL is embedded in the wider educational context in which it is developed and therefore must take into account of contextual variables in order to be effectively realized.



How/Why does
CLIL work?

CLIL draws on a
number of
pedagogies



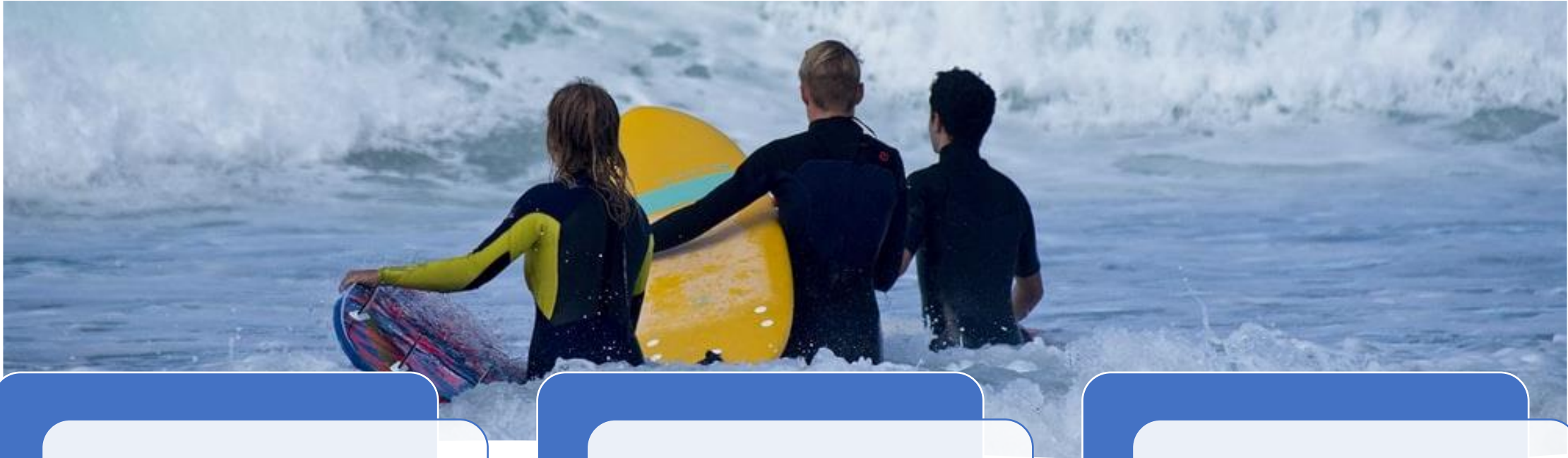
How do we
conceptualise
language?



Language
Using
Language
Learning

As teachers if we accept **language is a learning tool** as well as a **communication tool** then we have to re-conceptualise our classroom practices.....to enable '*discourse-rich*' environments
(Genesee 1994)

Three waves of language as curriculum content



'linguistic' wave, language is a set of linguistic systems – the formal or structural view of language.

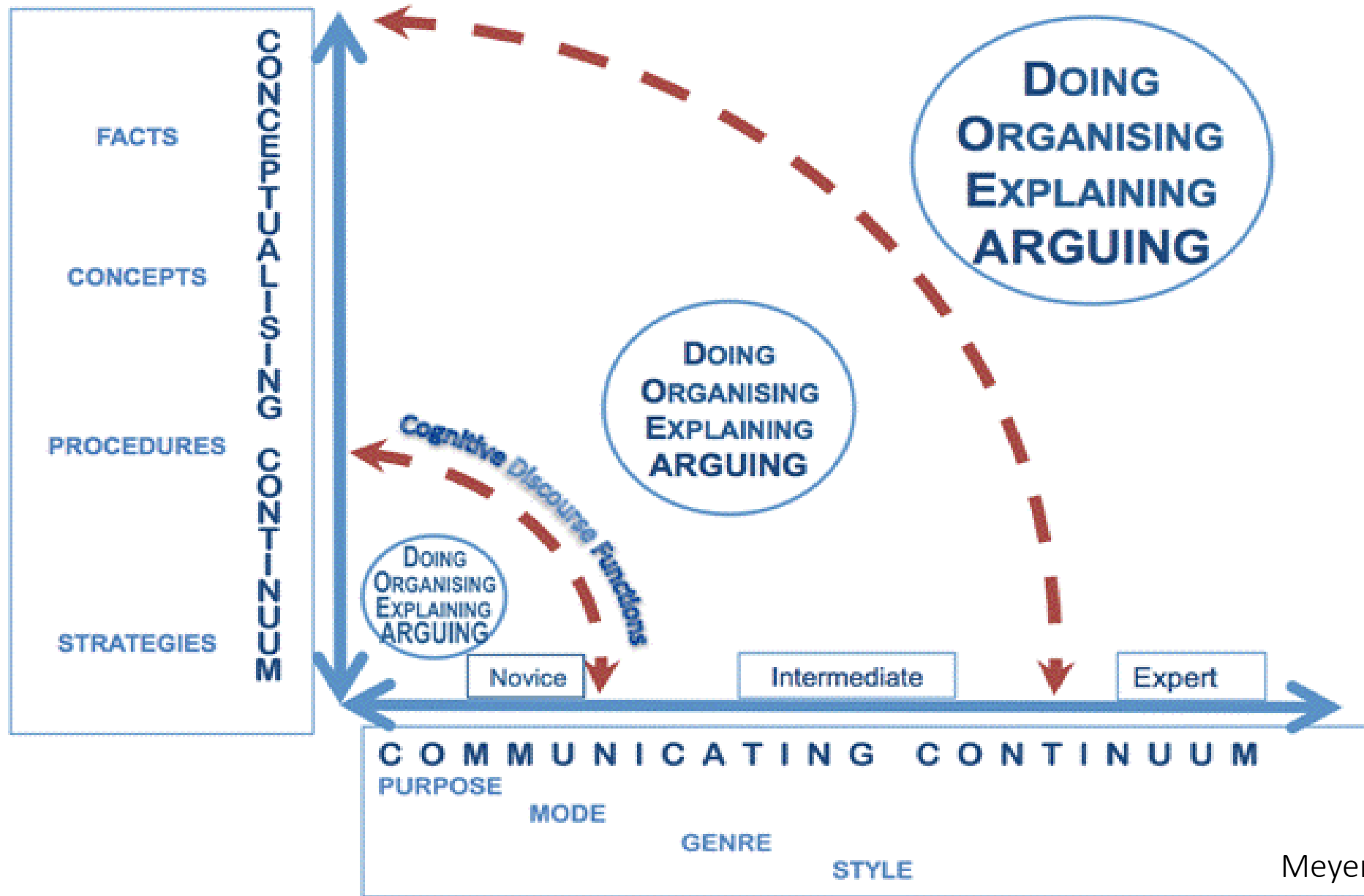
'communicative' wave - language is viewed as communication and the aim of learning is to develop a generalized communicative competence

'meaning-making' wave - language as literacies as a resource for **meaning-making** contingent on a context of use – thus the emphasis is on language in relation to texts.

cognitive discourse functions (Dalton-Puffer, 2013)

Communicative Intention	Type	Examples of CDF verbs ('Operatoren')
I tell you how we can cut up the world according to certain ideas	CATEGORIZE	<i>classify, compare, contrast, match, structure, categorize, subsume</i>
I tell you about the extension of this object of specialist knowledge	DEFINE	<i>define, identify, characterize</i>
I tell you details of what I can see (also metaphorically) <small>(Dalton-Puffer, 2013)</small>	DESCRIBE	<i>describe, explain, label, name, specify</i>
I tell you what my position is vis a vis X	EVALUATE	<i>evaluate, judge, argue, justify, take a stance, critique, comment, reflect</i>
I tell you about the causes or motives of x	EXPLAIN	<i>explain, reason, express cause/effect, draw conclusions, deduce</i>
I tell you something that is potential (i.e. non-factual)	EXPLORE	<i>explore, hypothesize, speculate, predict, guess, estimate, simulate</i>
I tell you sth. external to our immediate context on which I have a legitimate knowledge claim	REPORT	<i>report, inform, recount, narrate, present, summarize, relate</i>

Mapping Pluriliteracies Development



Six ADiBE Principles

1. **Teachers as Designers of learning** [OECD, 2018](#);
2. **Language-rich (dialogic) classrooms** i.e. languaging for deeper learning [Shanahan and Shanahan \(2012\)](#); Alexander, R. J. (2008).
3. **Transparency** – making learning accessible/**explicit**
4. **Multimodality** for pluriliteracies [Meyer et al. 2015](#)
5. **Learner-centred** approach [Fullan and Langworthy, \(2014\)](#); [Coyle et al., \(2010\)](#); [Dalton-Puffer, C. \(2011\)](#)
6. **Scaffolding** learning to support individual and group needs, expertise and creativity e.g. [open colleges overview](#)



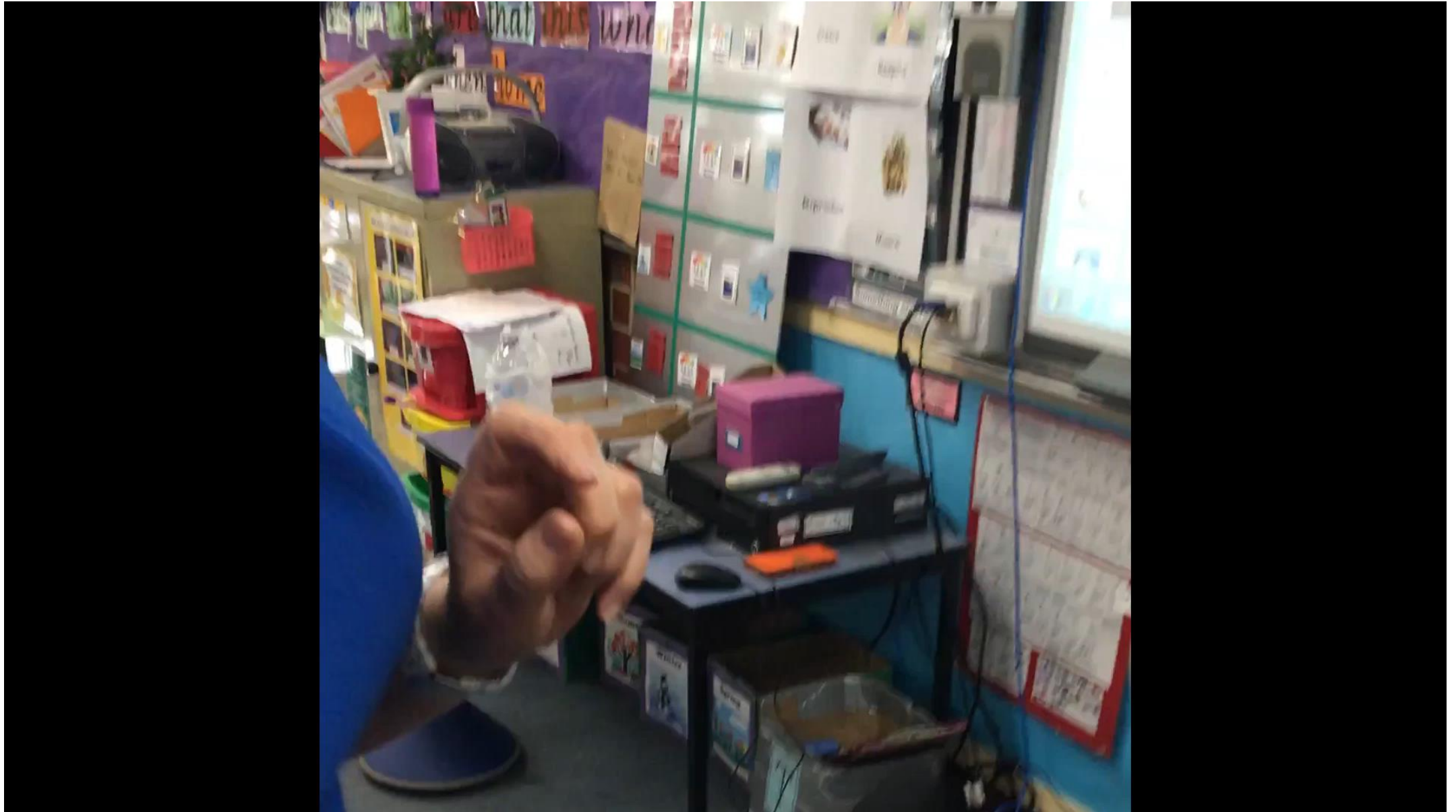
Coming soon CPD unit for CLIL. CLIL 2021:
Saturday June 19th 2021 **FREE** conference

<https://clil2021theadibeprojectregister.eventbrite.co.uk>

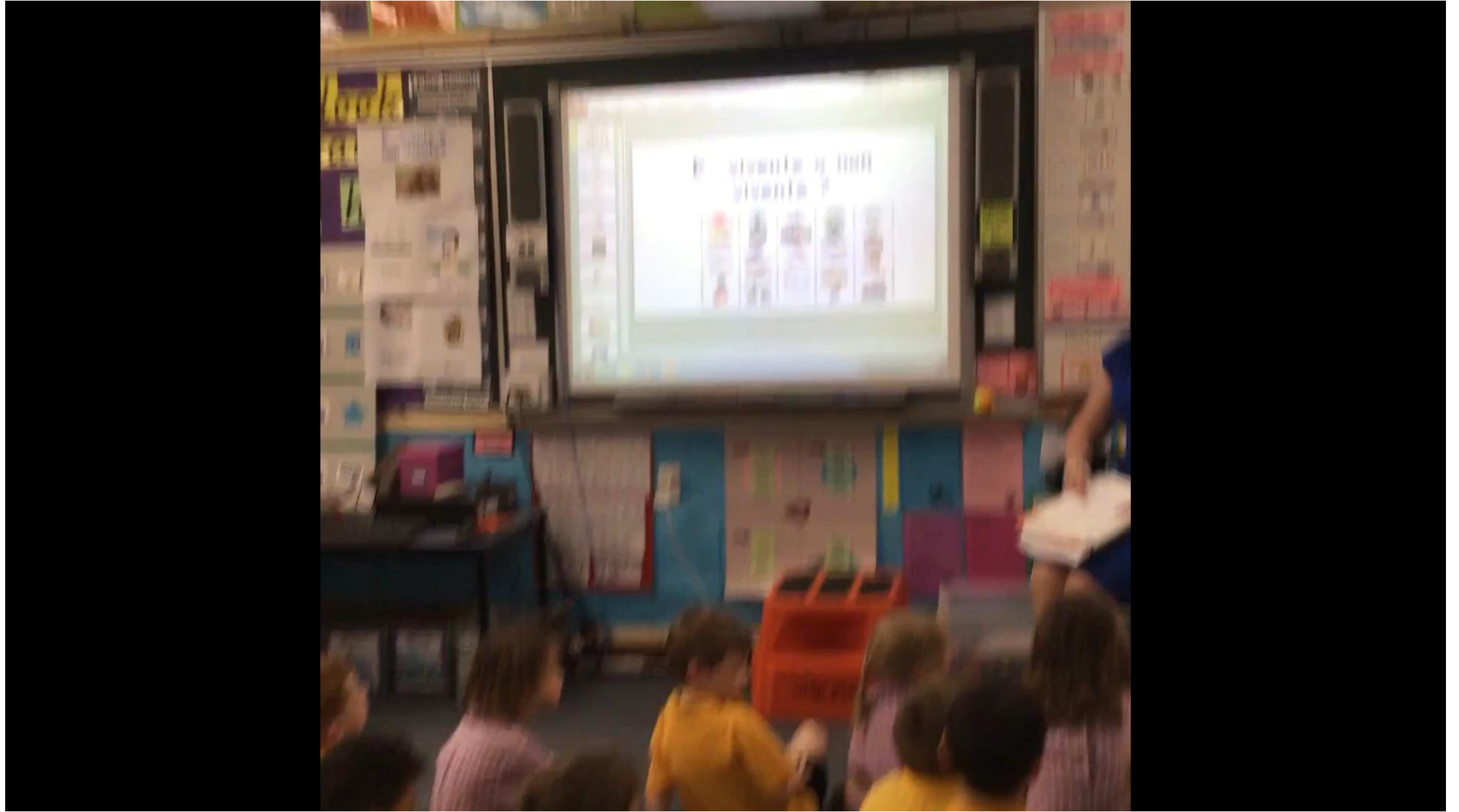


What does CLIL look like in the classroom?
Australia: Italian CLIL with Marie and Nadia

Foundation Science : È vivente o non vivente

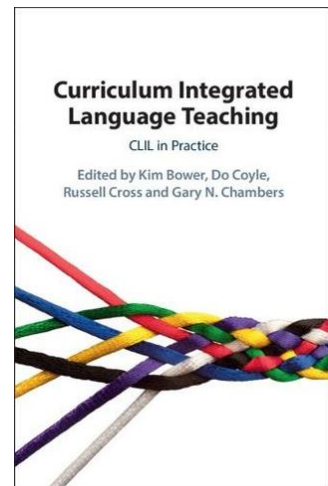
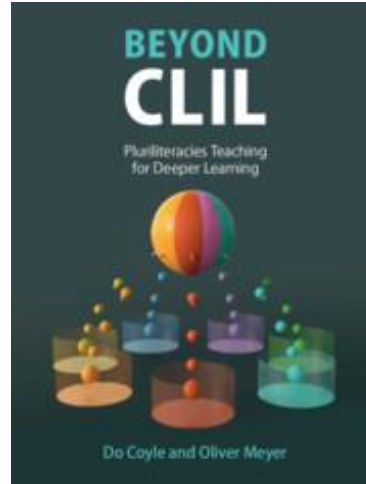


Beginning the lesson



CLIL: what is happening in England?

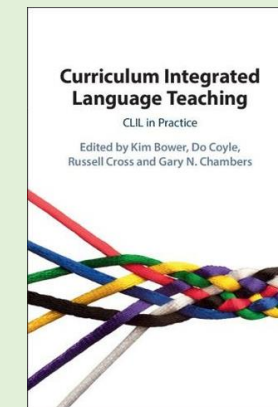
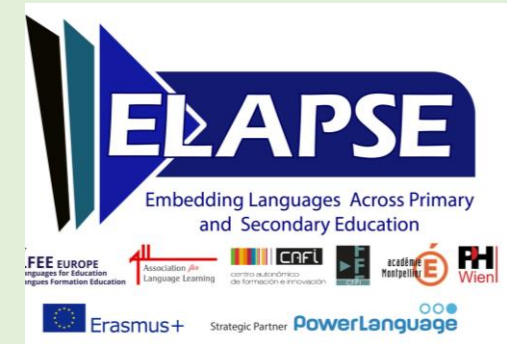
- 2013 **ALL FLAME** to support CLIL/bilingual learning renamed **ALL CLIL SIG (Special interest group)**
- CLIL Research and Practice Centres in HEIs e.g. Edinburgh, Sheffield Hallam, Manchester Met (pri); Languages through learning CLIL centre launched 2018 (Birmingham)
- 2017 Interdisciplinary Learning Anglophone countries: International group of academics and practitioners. Open invitation
- Biannual conference for CLIL in Anglophone/similar contexts Sheffield 2017; 2019; (CLIL 2021 June 19) <https://www.eventbrite.co.uk/e/clil-2021-the-adibe-project-addressing-diversity-in-bilingual-education-registration-144662903639>
- Coyle et al. 'Beyond CLIL' sequel to CLIL (CUP) forthcoming 2021
- Putting CLIL into Practice (CUP) (Bower et al., 2020)
- ADiBE units of work, CPD course, video guides and research articles
- Beyond CLIL (Coyle & Meyer, 2021)



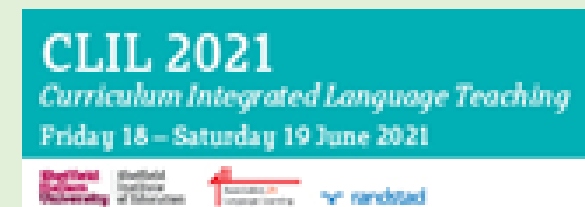
Resources to support integrating languages into the curriculum – a series of lessons to a subject

- CLIL approaches: resources, ideas, CPD - ELAPSE, ADiBE, Curriculum Integrated Language Teaching (Bower et al.2020)
- Elapse+ immersion weeks (29 participating schools)
- Resources from Australia: see Marie Peterson talk Language World 2021
- CLIL 2021 *free* online conference ‘Addressing diversity in bilingual education’ **Saturday 19th June 2021**

ADiBE



<https://doi.org/10.1080/07908318.2019.1667367>



Links

- <http://www.all-london.org.uk/site/index.php/webinars/>
- <https://www.all-languages.org.uk/wp-content/uploads/2017/02/Exploring-otherness-new-Word.pdf>
- <https://www.teachingenglish.org.uk/article/intercultural-learning-1>
- <https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/principles-and-practice/>
- <https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework>
- Bower, 2020, 'School Leaders' Perspectives on Content and Language Integrated Learning in England' in Language, Culture and Curriculum
<https://doi.org/10.1080/07908318.2019.1667367>
- [OECD, 2018](#)
- Hagger-Vaughan, L. (2020). Is the English Baccalaureate (EBacc) helping participation in language learning in secondary schools in England?. The Language Learning Journal, 48(5), 519-533. <https://doi.org/10.1080/09571736.2020.1752292>
- Meyer et al., 2015 <https://doi.org/10.1080/07908318.2014.1000924>



Morally it creates a bit of an issue, doesn't it? If you identify that that methodology is clearly having a wider impact than just languages, then how can we utilise that across the piece?

Headteacher