Content Language Integrated Learning - CLIL

Idioma estranger i la seva didàctica

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2008
OUR TASK IS TO PROVIDE AN EDUCATION FOR THE KINDS OF KIDS WE HAVE

NOT THE KIND OF KIDS WE USED TO HAVE OR WANT TO HAVE

OR THE KID THAT EXISTS IN OUR DREAMS

CATERING FOR DIVERSITY
Catering for diversity: PROJECT WORK

Steps

STEP 1
Creating a good class atmosphere

STEP 2
Getting the class interested

STEP 3
Selecting the topic

STEP 4
Creating a general outline of the project

STEP 5
Doing basic research around the topic

STEP 6
Reporting to the class

STEP 7
Processing feedback

STEP 8
Putting it all together

STEP 9
Presenting the project

STEP 10
Assessing and evaluating the project

Ribé & Vidal (1993)
## CLIL (Content-Based Learning)

<table>
<thead>
<tr>
<th>STEP 1</th>
<th>Students focus on a subject-matter. A sub-topic within subject-matter is chosen. They learn about the subject-matter in the target language. Goals, procedures, and outcomes are discussed</th>
</tr>
</thead>
</table>
| STEP 2 | **Pre-activities:**  
1) Check learners’ background and previous knowledge, pre-conceptions and needs  
2) Activate schemata  
3) Raise expectations  
4) Facilitate syllabus planning and negotiation |
| STEP 3 | **Readings:**  
Core information (state of the art of each topic) texts and others sources  
They usually work in small groups. They are assigned tasks related to some aspect of the subject-matter  
They gather information from a number of sources |
| STEP 4 | They share the results of their research with students in other groups who had other sub-topics |
| STEP 5 | **Post-reading and follow up tasks are used to ensure and check comprehension** |

### OUTCOME

In some cases, an oral report or presentation is carried out
Three task-based approaches

- TBLT: Task Based Language Teaching
- Project Work
- CLIL: Content Language Integrated Learning (or AICLE – Aprendentatge Integrat de Continguts en Llengües Estrangeres)
Three task-based approaches

<table>
<thead>
<tr>
<th>Approach</th>
<th>TBLT</th>
<th>Project Work</th>
<th>CLIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which tasks?</td>
<td>Determined by needs analysis</td>
<td>Negotiated with students</td>
<td>Determined by subject-matter</td>
</tr>
<tr>
<td>Task design</td>
<td>By syllabus designer</td>
<td>Negotiated with students</td>
<td>Adapted from subject-matter</td>
</tr>
<tr>
<td>Focus on language</td>
<td>Focused/unfocused</td>
<td>Negotiated with learners</td>
<td>Reactive</td>
</tr>
<tr>
<td>Group arrangement</td>
<td>Pairs or groups</td>
<td>Groups</td>
<td>Unspecified</td>
</tr>
</tbody>
</table>
## Three task-based approaches

<table>
<thead>
<tr>
<th>Sessions organized around</th>
<th>TBLT</th>
<th>Project Work</th>
<th>CLIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sessions organized around</td>
<td>Tasks</td>
<td>Steps in the projects / tasks</td>
<td>Thematic content units / tasks</td>
</tr>
<tr>
<td>Sequencing</td>
<td>Task complexity / difficulty</td>
<td>Follows steps in the project</td>
<td>Determined by subject-matter</td>
</tr>
<tr>
<td>Teacher’s role</td>
<td>Design and provide input / feedback</td>
<td>Negotiator / facilitator</td>
<td>Subject-matter expert</td>
</tr>
<tr>
<td>Evaluation</td>
<td>In terms of task performance</td>
<td>Global evaluation of the project</td>
<td>Mastery of subject-matter contents</td>
</tr>
</tbody>
</table>
WHY CLIL?

- **The L1 factor – naturalistic learning** (Krashen)
- **The transfer of literacy skills** (Cummins)
- **The exposure factor** (Muñoz, Long)
- **The quality of the input** (Krashen, Cummins)
- **Meaningful learning and FonF** (Cummins, Long, Doughty, Ellis)
10 characteristics of successful CLIL programmes (Navés, 2009)

1. Respect and support for the learners’ first language and culture
2. Competent bilingual teachers
3. Mainstream (not pull-out) optional courses
4. Long-term, stable programmes and teaching staff
5. Parents’ support for the programme
10 characteristics of successful CLIL programmes (Navés, 2009)

6. Cooperation and leadership of educational authorities, administrators and teachers
7. Dually qualified teachers (in content and language)
8. High teaching expectations and standards
9. Availability of quality CLIL materials
10. Properly implemented CLIL methodology