



# Content Language Integrated Learning - CLIL

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Idioma estranger i la seva didàctica

Maria del Mar Suárez Vilagran

2008





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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

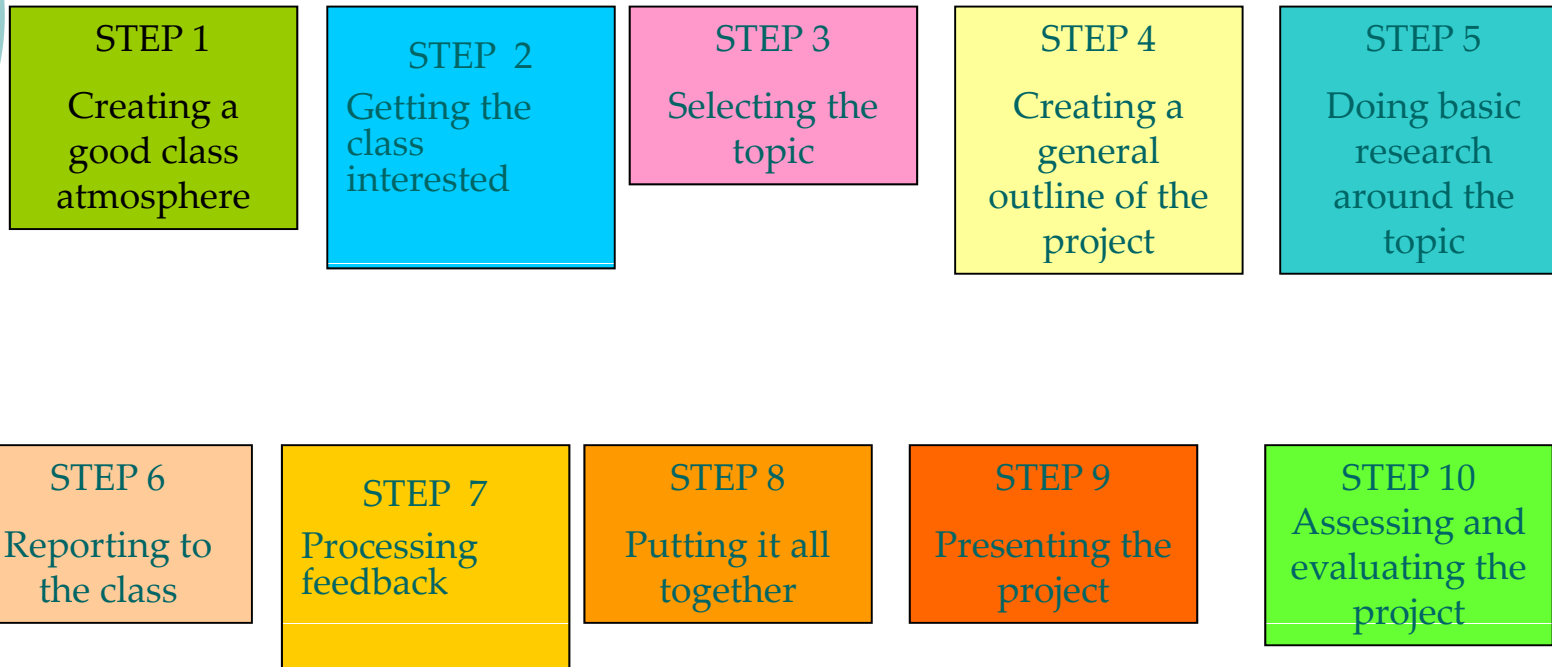


CATERING FOR DIVERSITY

# Catering for diversity: PROJECT WORK

## Steps

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Ribé & Vidal (1993)

# CLIL (Content-Based Learning)

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	OUTCOME
<p>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</p>	<p>Pre-activities :</p> <ol style="list-style-type: none"> <li>1) Check learners' background and previous knowledge, pre-conceptions and needs</li> <li>2) Activate schemata</li> <li>3) Raise expectations</li> <li>4) Facilitate syllabus planning and negotiation</li> </ol>	<p>Readings:</p> <p>Core information (state of the art of each topic) texts and others sources</p> <p>They usually work in small groups. They are assigned tasks related to some aspect of the subject-matter</p> <p>They gather information from a number of sources</p>	<p>They share the results of their research with students in other groups who had other sub-topics</p>	<p>Post-reading and follow up tasks are used to ensure and check comprehension</p>	<p><b>In some cases, an oral report or presentation is carried out</b></p>



## Three task-based approaches

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

# Three task-based approaches

	<b>TBLT</b>	<b>Project Work</b>	<b>CLIL</b>
Approach	Analytic	Analytic	Analytic
Which tasks?	Determined by needs analysis	Negotiated with students	Determined by subject-matter
Task design	By syllabus designer	Negotiated with students	Adapted from subject-matter
Focus on language	Focused/ unfocused Mainly reactive	Negotiated with learners	Reactive
Group arrangement	Pairs or groups	Groups	Unspecified

# Three task-based approaches

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



## WHY CLIL?

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- **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)

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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)

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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