



Content and Language Integrated Learning (CLIL)

Supporting primary and secondary
teachers in CLIL contexts



Overview

- What is CLIL?
- What challenges do CLIL teachers face?
- How can we plan CLIL lessons and support our learners?
- How can we assess CLIL?
- Twenty years of CLIL



What is CLIL?



What is CLIL?

- CLIL (Content and Language Integrated Learning) is one form of good practice where teaching and learning take place in an additional language.
- Content is placed first in CLIL as subject content determines language input.
- What differentiates CLIL is ‘the planned integration of contextualised content, cognition, communication and culture into teaching and learning practice.’

(Coyle, D, Hood, P and Marsh, D (2010) *CLIL*, Cambridge: Cambridge University Press)



4Cs Framework

Interrelationship between Content and language

History	Learning outcomes	Content and language
	understand the importance of the River Nile to Ancient Egypt	<i>Giving historical recount</i> Each year, water from the Nile rose and flooded the area. When the water went back , it left mud.
	be able to communicate facts about the River Nile in the past	<i>Explaining cause and effect in the past:</i> Consequently , the water from the Nile was ... As a result , the fields near the Nile were ...
		<i>Expressing purpose</i> Egyptians built dams to hold back the water. canals carry water inland.

Adapted from: (2008) *Essential Geography and History 1*. Madrid: Santillana/Richmond



4Cs Framework

Communication: interaction during learning

Basic Interpersonal Communicative Skills (BICS)

meaningful social language for everyday classroom communication

'Let's look at the things we did again.'

CLIL teachers need to ...

provide social opportunities (pair and group work) for students to put BICS into practice in CLIL lessons.

Cognitive Academic Language Proficiency (CALP)

subject-specific language of school subjects

Have you considered how the findings of the experiment could have been affected by the accuracy of the measurements?

CLIL teachers need to ...

model academic language and help learners understand academic content so they can develop subject literacy and linguistic skills.



BICS or CALP?

- A
 - asking for information to be repeated
 - offering to get handouts for the group
- B
 - talking about abstract subject content
 - understanding a range of subject-specific texts



BICS or CALP?

A - BICS

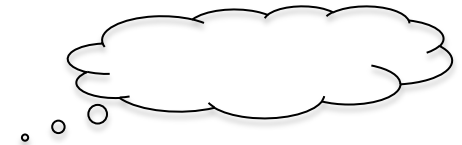
- asking for information to be repeated
- offering to get handouts for the group

B - CALP

- talking about abstract subject content
- understanding a range of subject-specific texts



4Cs Framework



Cognition: thinking integral to high-quality learning

tasks to develop lower- and higher-order cognitive processing



lower-order cognitive demands

higher-order cognitive demands

recalling	understanding	applying	analysing	evaluating	creative thinking
1. Identify: What can you see in the picture?	2. Make a table with four different types of animals in this ecosystem.	3. Is there an ecosystem like this near your school? Why or why not?	4. Look at the picture again. Choose three animals. What could they eat?	5. Read your partner's description of the poster. Which words describe the ecosystem? What would you change?	6. If you could create an ecosystem near your school, which plants and animals would live in it?



4Cs Framework: Culture

Intercultural and international awareness:

- knowledge and understanding of cultures beyond the classroom
- projects and exchanges with schools from other countries
- a classroom culture of co-operative learning and respect for others



4Cs Framework: Culture

What do you do?

I'm involved with a CLIL subject-specific project or exchange with a school from another country.

I develop a classroom culture that emphasises co-operative learning and respect for others.

I develop learners' knowledge and understanding of cultures beyond the classroom.



What challenges do teachers face?



What challenges do CLIL teachers face?

- Content knowledge
- Language level – their own and their learners'
- Classroom communication
- Teaching difficult subject concepts
- Planning and preparation



Planning and support



Planning for content

- Plan less per lesson when CLIL is new.
- Feel comfortable with the content yourself.
- Find and adapt authentic resources.
- Use multi-modal input – working with the same information in different ways.
- Build on what learners know. Link to other subjects.



Planning for language and communication

- Know what vocabulary and grammar is needed for the content you're teaching.
- Understand your learners' language needs.
- Plan hands-on and problem-based activities that involve communication.



What learning support is useful for learners in CLIL lessons?



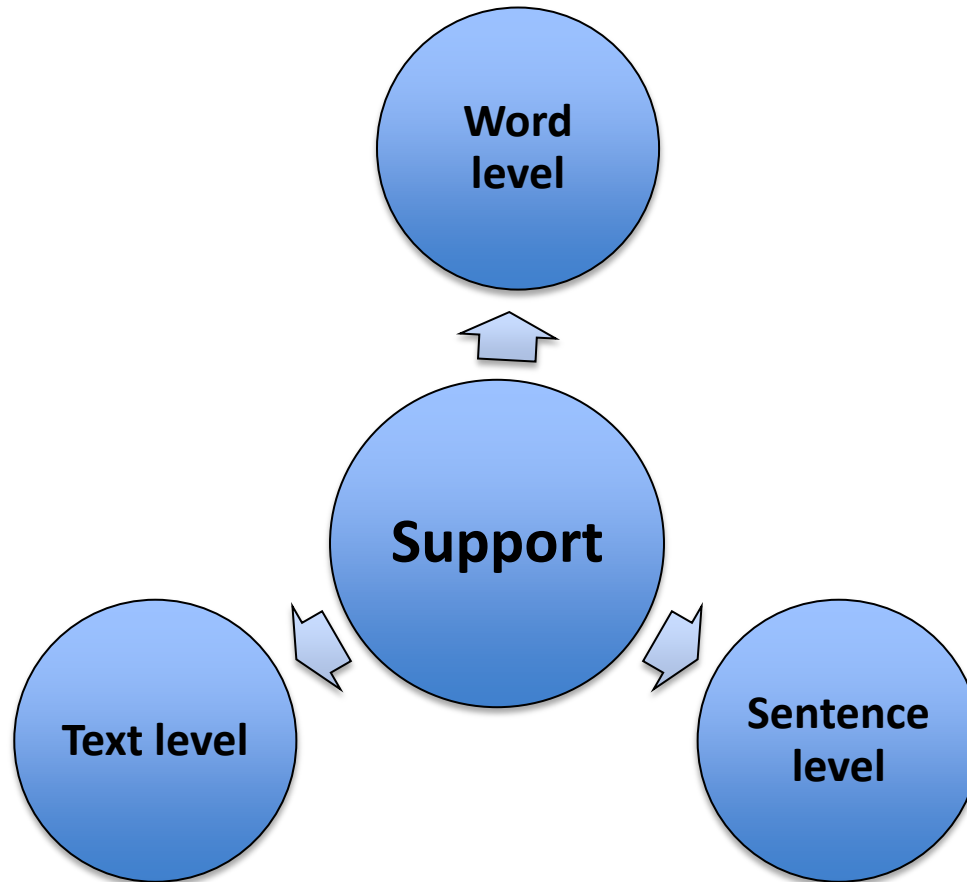
What learning support is useful for learners in CLIL lessons?

SUPPORT is needed to:

- understand new content and language
- process new content and language
- communicate new content and language.



Support: word, sentence, text level



- longer wait time
- some use of L1
- constructive feedback



What kinds of support?

word bank

Rocks

Igneous: 'ignus' means fire

Sedimentary: from pieces of clay, sand or rock (sediments)

Metamorphic: changed by heat or pressure



to compact
to weather
to erode

round ↔ angular

soft ↔ hard

smooth ↔ rough

dark ↔ light



What kinds of support?

word bank

Rocks

Igneous: 'ignus' means fire

Sedimentary: from pieces of clay, sand or rock (sediments)

Metamorphic: changed by heat or pressure



to compact
to weather
to erode

round ↔ angular

soft ↔ hard

smooth ↔ rough

dark ↔ light

sentence bank

___ rocks	are formed	by	_____.
___ rocks	have got		_____.
___ rocks	are made up of		_____.
	consist mainly of		_____.



What kinds of support?

word bank

Rocks

Igneous: 'ignus' means fire

Sedimentary: from pieces of clay, sand or rock (sediments)

Metamorphic: changed by heat or pressure



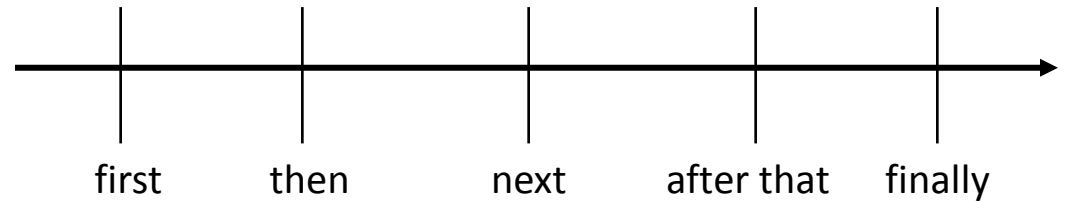
to compact
to weather
to erode

round ↔ angular
soft ↔ hard
smooth ↔ rough
dark ↔ light

sentence bank

___ rocks	are formed	by	from	_____.
___ rocks	have got			_____.
	are made up of			_____.
	consist mainly of			_____.

recount





What kinds of support?

word bank

Rocks

Igneous: 'ignus' means fire

Sedimentary: from pieces of clay, sand or rock (sediments)

Metamorphic: changed by heat or pressure



to compact
to weather
to erode

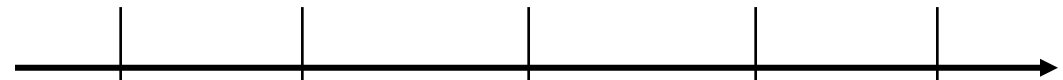
round ↔ angular
soft ↔ hard
smooth ↔ rough
dark ↔ light

sentence bank

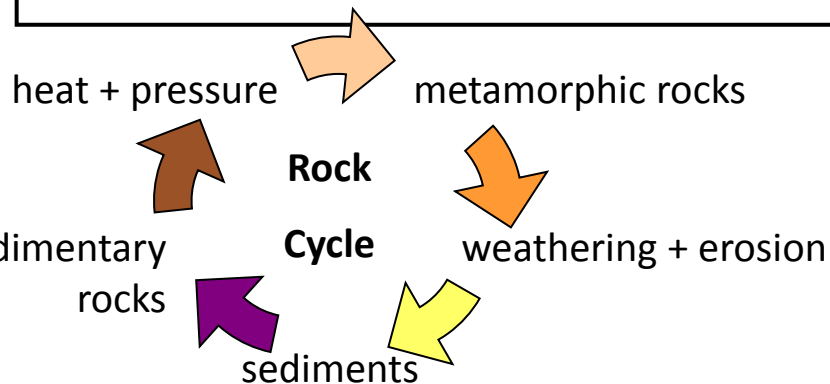
___ rocks are formed by from ____.

___ rocks have got
are made up of _____.
consist mainly of

recount

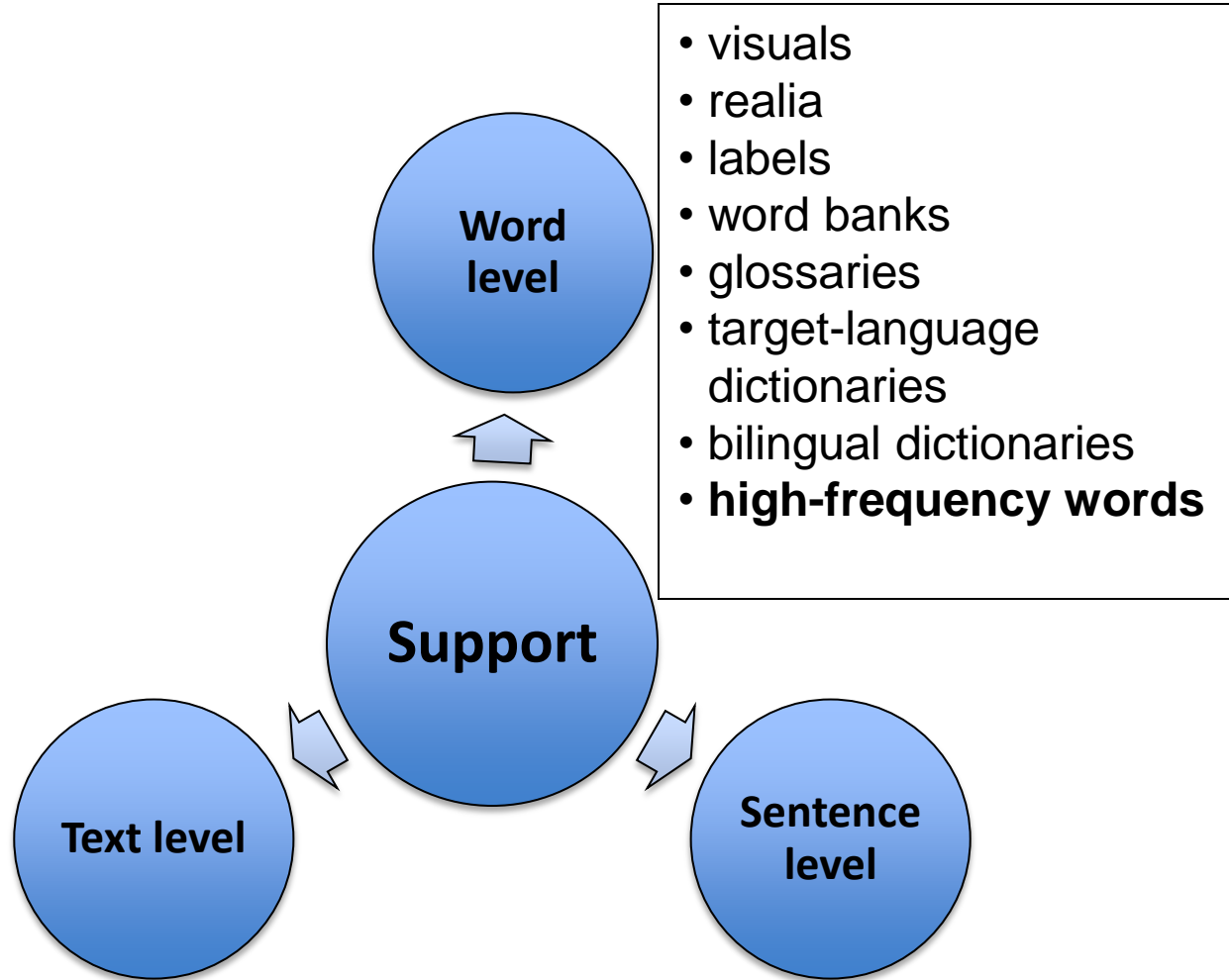


first then next after that finally



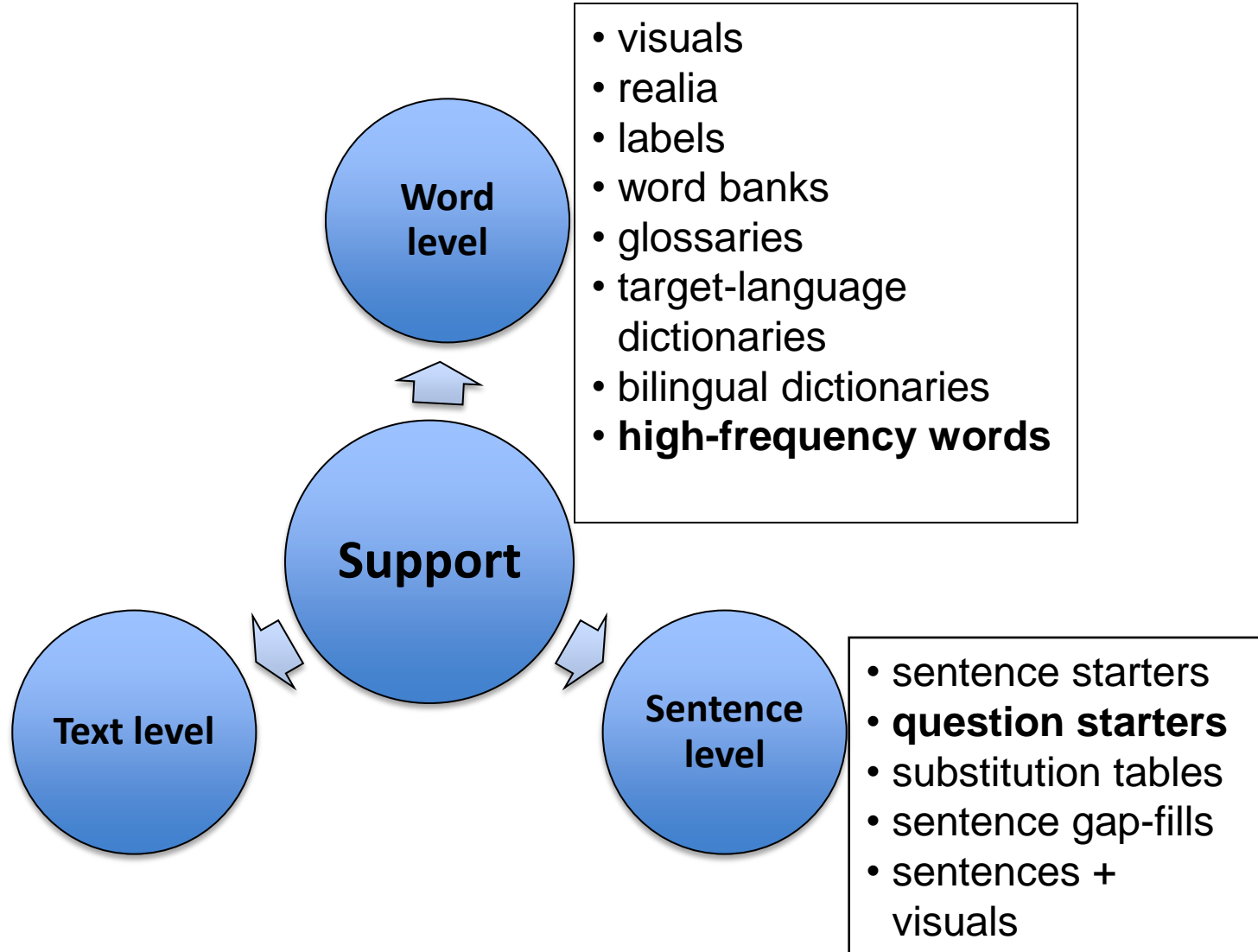


Support: word, sentence, text level



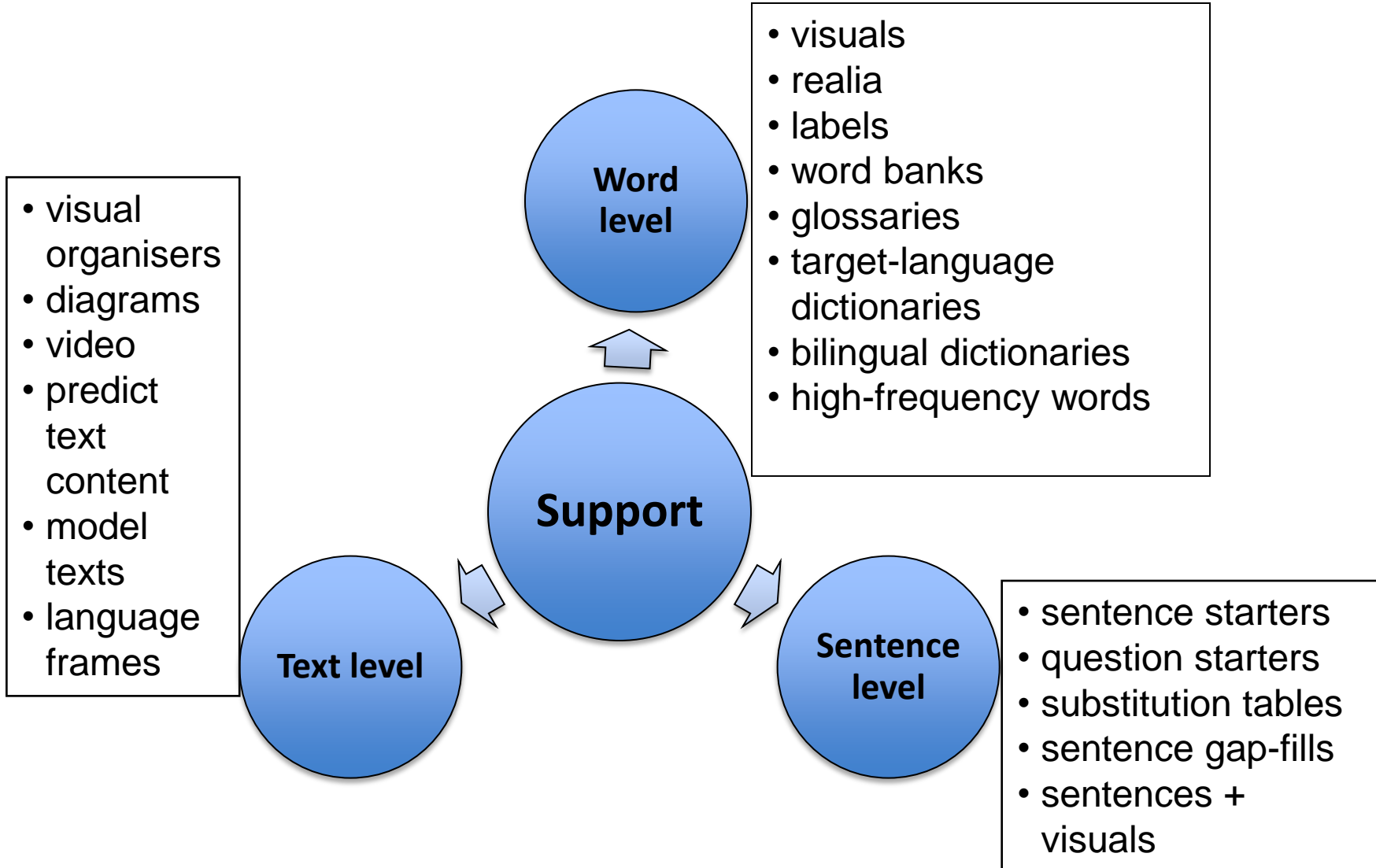


Support: word, sentence, text level





Support: word, sentence, text level





A writing language frame

Defining oceans and seas

Oceans and seas are large

_____ . They all contain
_____. However, some have a higher
_____ than others. Oceans and
seas are _____ because they _____ ,
they _____ and they _____. An example
of an ocean is _____, whereas
_____ is a sea.



A speaking language frame

Presenting information about an ocean and sea

Our group found out about _____ and _____ . On this map, you can see that the _____ is in the _____ , while the _____ is in the _____ . The _____ has far more _____ than the ____ . They are both used for _____ but we think the _____ provides more _____ .



What kinds of support do you use in CLIL?

realia

video clips

model texts

pictures

visual
organisers

gap-fills

diagrams

demonstrations

language
frames

word banks

constructive
feedback

longer wait
times

glossaries

high
frequency
words

question
starters

use of first
language



How can teachers assess CLIL learners?



‘Assessment is so fundamental to the success of CLIL, it needs to be planned for in detail before any teaching takes place.’

Llinares, Morton and Whittaker



How can teachers assess CLIL learners?

- Build in regular formative assessment.
- Use different strategies.
- Give constructive feedback on both content and language.
- Help learners to assess themselves and each other (peer assessment).
- Design learner-friendly CLIL tests.



How can teachers assess CLIL learners?

- Design learner-friendly CLIL tests:
 - variety of tasks?
 - can language be simplified?
 - would visuals help?
 - are instructions clear?



Learner-friendly CLIL tests

Summative: science

1. Circle the natural materials.

a) wood



b) plastic



c) metal



d) glass



2. What is it made of? Write the word.

a) window _____ b) paper clips _____ c) a pencil _____ d) a bottle of water _____ or _____

3. Draw lines to the opposite adjective.

soft	opaque
smooth	dull
transparent	hard
heavy	rough
shiny	light

4. Which material is it?

This material is **smooth, transparent** and it's **heavy**.

5. Draw a mug. Write the name of the material.

Why is it a good material?



This mug is made of _____ because it's _____.



CLIL assessment: constructive feedback on content and language

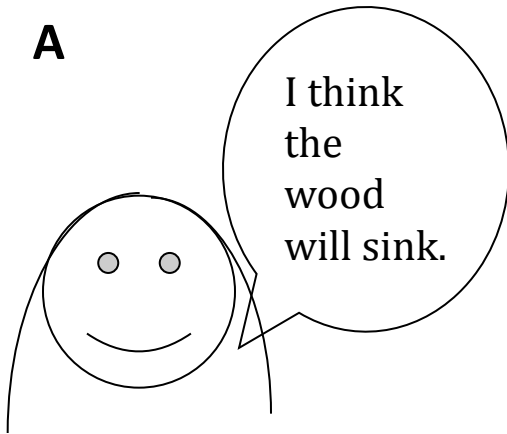
- It was a good idea to include a map of Taiwan. It's useful to label more features.
- You identified the changes shown in the graph correctly. Next time use numbers from the graph to justify your statements.
- Your explanation of why new industries developed in Taiwan is written in excellent English. The details will be helpful for other students.

(Adapted from, Sibley, S 2003)

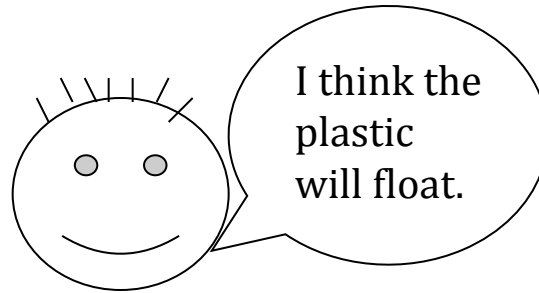


Formative assessment: different strategies

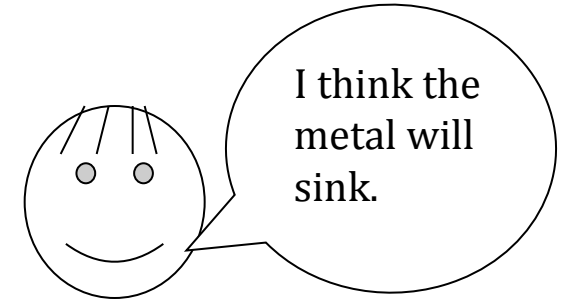
A



B



C





Assessment: recording self and peer progress in CLIL

COMMUNICATIVE SKILLS

Name: _____	Date	Date	Date	Date
<p>Can ...</p> <ul style="list-style-type: none">• answer questions about art: closed open• ask questions about art: closed open• give an opinion about my/her/his art• describe my/her/his work using art vocabulary				



Assessment: recording self and peer progress in CLIL

COMMUNICATIVE SKILLS

Name: _____	Date	Date	Date	Date
Can ... <ul style="list-style-type: none">• answer questions about art: closed open• ask questions about art: closed open• give an opinion about my/her/his art• describe my/her/his work using art vocabulary				

LANGUAGE AND COGNITION

Name: _____	well	improving	need help
Can ... <ul style="list-style-type: none">• remember new art vocabulary• classify examples of art work into different groups• apply new techniques to a drawing/painting/collage• use a range of different media• evaluate my/her/his art work			



CLIL – 20 years on



- CLIL ‘is more than the 4Cs Framework ... it develops subject literacy... and ‘students’ ability to produce well-written “academic text” is part of the learning agenda.’ (Ting, T 2015)

Further information

Cambridge English Empower: bringing Learning Oriented Assessment into the classroom – 3 June 2015

**University of Cambridge
Cambridge English Language Assessment
1 Hills Road, Cambridge, CB1 2EU, UK
Tel: +44 (0)1223 553997
Fax: +44 (0)1223 553621
Email: helpdesk@cambridgeenglish.org**

**Keep up to date with what's new via the
Cambridge English Language Assessment
website:
www.cambridgeenglish.org**

**For information on Cambridge English
webinars for teachers:
www.cambridgeenglish.org/webinars**

