

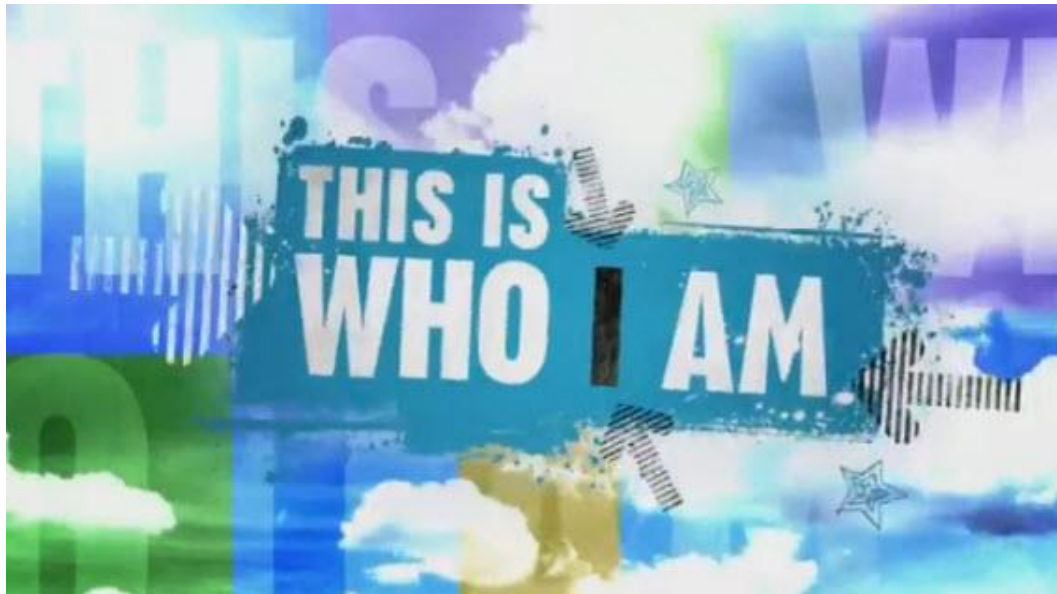
How to integrate content and language learning in Higher Education

Language Teaching Forum @ York
Tuesday, 29 June 2021



Dr Elisabeth WIELANDER
Senior Teaching Fellow
Aston University

Outline

- ☑ Introduction
- ☑ What is CLIL?
 - Definitions, concepts and methods
 - Examples from the classroom
- ☑ CLIL in Higher Education in Europe and UK
- ☑ CLIL at Aston University



This is
what I do!

- 
- **What do you *think* you know about CLIL?**
 - Collect terms, concepts, ideas you associate with CLIL.
 - Note down any questions you have about CLIL – We will check at the end of today's session whether they have been answered.
- 

How does scrumblr work?

← → ↻ 🏠 Not secure | scrumblr.ca/This%20is%20CLIL

📱 Apps 📧 Aston Email - Login 📧 Gmail 📘 Facebook 📖 Blackboard 🗺️ MAP 📦 Box 📺 YouTube 🗑️ Core HR 🗣️ Microsoft Teams 📁 Imported

What is CLIL?

CLIL is...

QUESTIONS

Click here to create a note card

Click here to create a post-it

Click here to increase board size

<http://scrumblr.ca/This%20is%20CLIL>

What is CLIL?



The Road to CLIL

- Education in a language other than L1 is not new
- 20th century: growing focus on cognition, interaction and meaningful communication (Piaget, Vygotsky)
- European integration: need for greater levels of plurilingualism / multilingualism
 - 2005: European Council recommendation
- Today: new driving forces for language learning require new approaches

Driving forces behind CLIL

- **reactive reasons:**

responding to situations where multiple L1s lead to the adoption of an L2 as language of instruction

e.g. sub-Saharan Africa, South Africa

- “convert a language problem into language potential”

Coyle / Hood / Marsh (2010: 7)

- **proactive reasons:**

creating situations which would reinforce multilingualism

e.g. French immersion in Canada, European integration

Defining CLIL

CLIL: umbrella term for context-bound varieties like

- immersion (*Språkbad*, Sweden)
- bilingual education (Hungary)
- multilingual education (Latvia)
- integrated curriculum (Spain)
- Languages across the curriculum (*Fremdsprache als Arbeitssprache*, Austria)
- language-enriched instruction (Finland)

Eurydice (2006: 64-67)

There is no single blueprint that can be applied in the same way in different countries.”

Coyle (2007: 5)

Defining CLIL

Within CLIL, language is used as a medium for learning content, and the content is used in turn as a resource for learning languages.

European Commission (2005: 2)

Defining CLIL

Within CLIL, language is used as a medium for learning content, and the content is used in turn as a resource for learning languages.

European Commission (2005: 2)

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an **additional language** is used for the learning and teaching of both content *and* language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time.

Coyle / Hood / Marsh (2010: 1)

Canadian Immersion

‘early’ – ‘late’, ‘total’ – ‘partial’



- native-like receptive skills
- oral and written production somewhat less developed
- overall higher levels of proficiency
- performance in the subject matter taught through L2 comparable to non-lingual peer groups
- decidedly positive attitude towards L2 and its speakers

Pérez-Cañado (2012: 317)

Lessons from immersion

- clearly defined role of **focus on form**:
 - metalinguistic awareness
 - opportunities for production practice
- sociolinguistic and sociocultural context different
 - L and C **integrated flexibly along a continuum**
- aim: functional rather than (near) native-like competence

Conceptualising CLIL



Conceptual frameworks

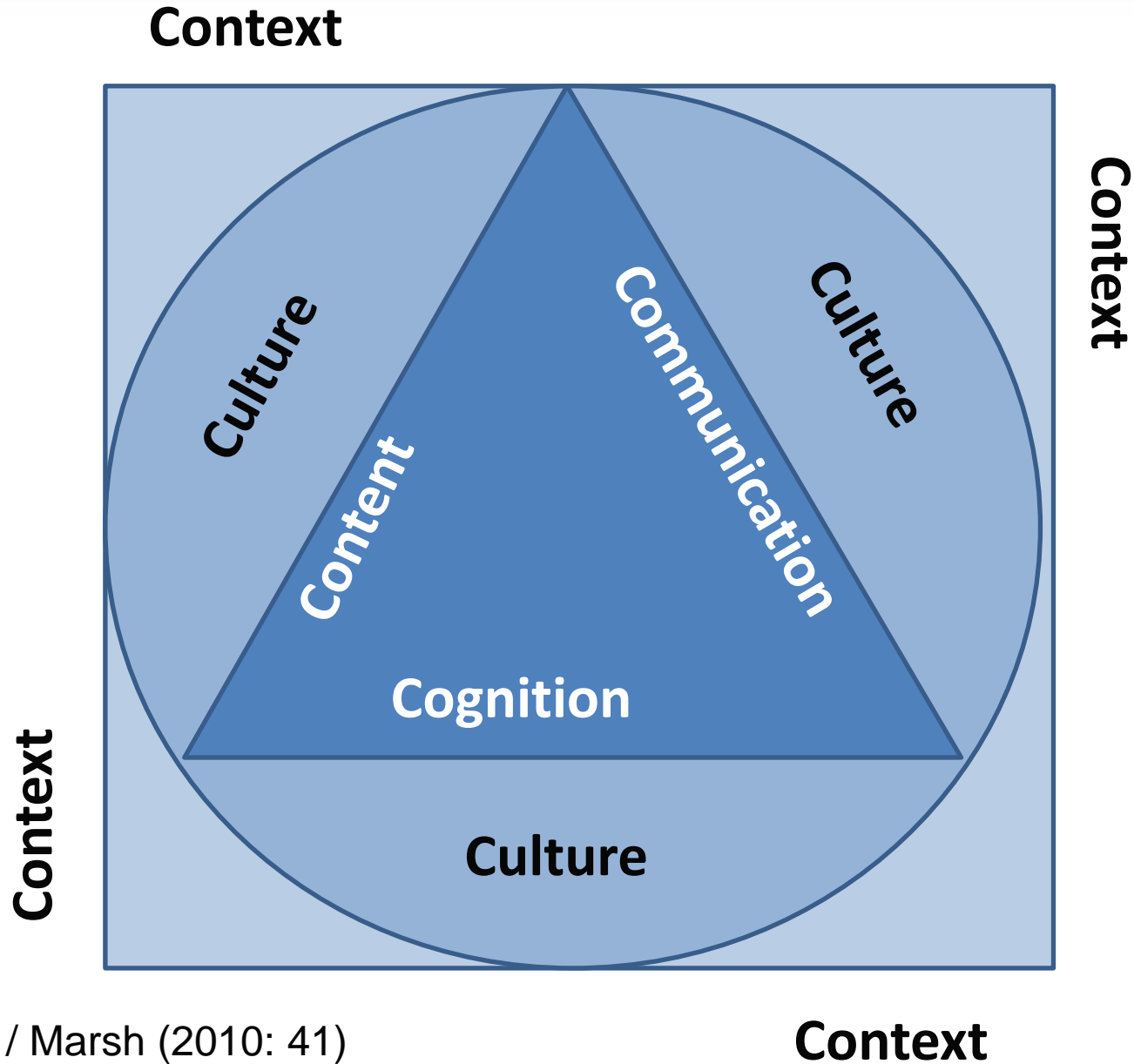
Young field:

- distinct lack of theoretical conceptual groundwork
- most widely-used and discussed:

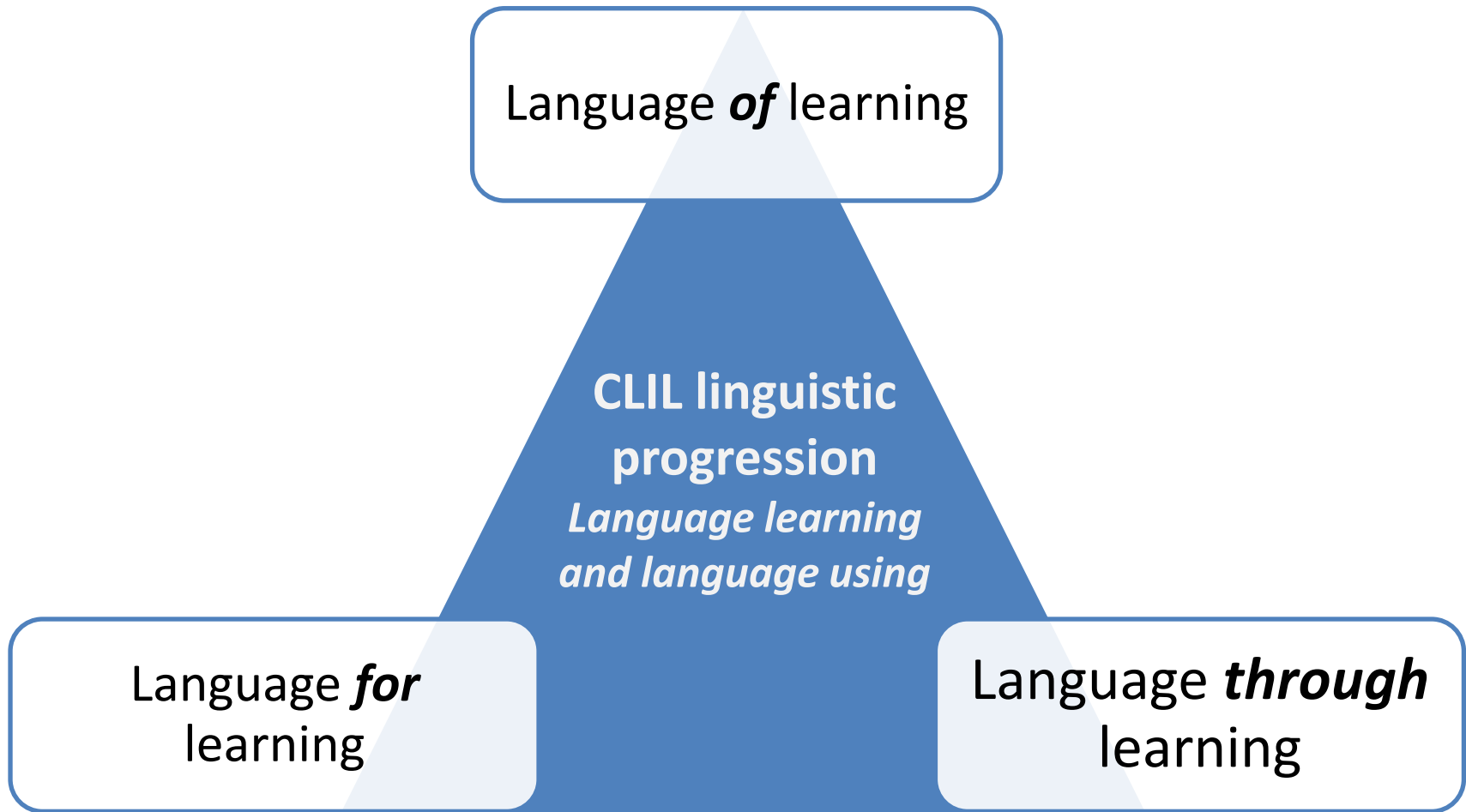
Do Coyle's 4Cs Framework

Language Triptych

Coyle's 4Cs Framework



Language Triptych



Language in CLIL

language used for academic and specific purposes puts different demands on linguistic processing and production - needs instruction and training

Cummins:

- BICS (Basic Interpersonal Communication Skills)
= “conversational fluency in a language”
- CALP (Cognitive Academic Language Proficiency)
= “access to and command of the oral and written academic registers of schooling”

Scaffolding language

Scaffolding is a temporary structure used to help learners act more skilled than they really are.

Linguistic scaffolding includes

- specialized vocabulary
- key L2 language structures and grammatical features
- information on subject-specific text type conventions and structural features
- writing frames

Aim? - comprehensible input can be processed and internalised

How? - 'teacher talk'

Types of scaffolding

Linguistic scaffolding:

- provision of language-related support such as structural, lexical, and pragmatic

Cognitive/conceptual scaffolding:

- provision of support focusing on cognitive strategies and metacognitive skills

Cultural scaffolding:

- supports understandings of and connections between different, “other” culture(s)

Affective scaffolding:

- supports the emotional / psychological needs of the learners (e.g., anxiety, self-efficacy, and self-esteem)

Any questions?



CLIL in the classroom



CLIL in the classroom

- “tenets of the 4Cs-Framework can only be achieved when all of the four Cs are considered in lesson planning and materials construction”

Meyer (2010: 23)

Planning a CLIL unit:

- content selection
- input: meaningful, challenging, authentic
- task design
- output

Working with the Clil-Pyramid

4. Clil-Workout

3. Task-Design:

- Cognition + Communication
 - Output-Scaffolding
-

2. Choice of Media:

- Study Skills +
 - Input-Scaffolding
-

1. Topic Selection

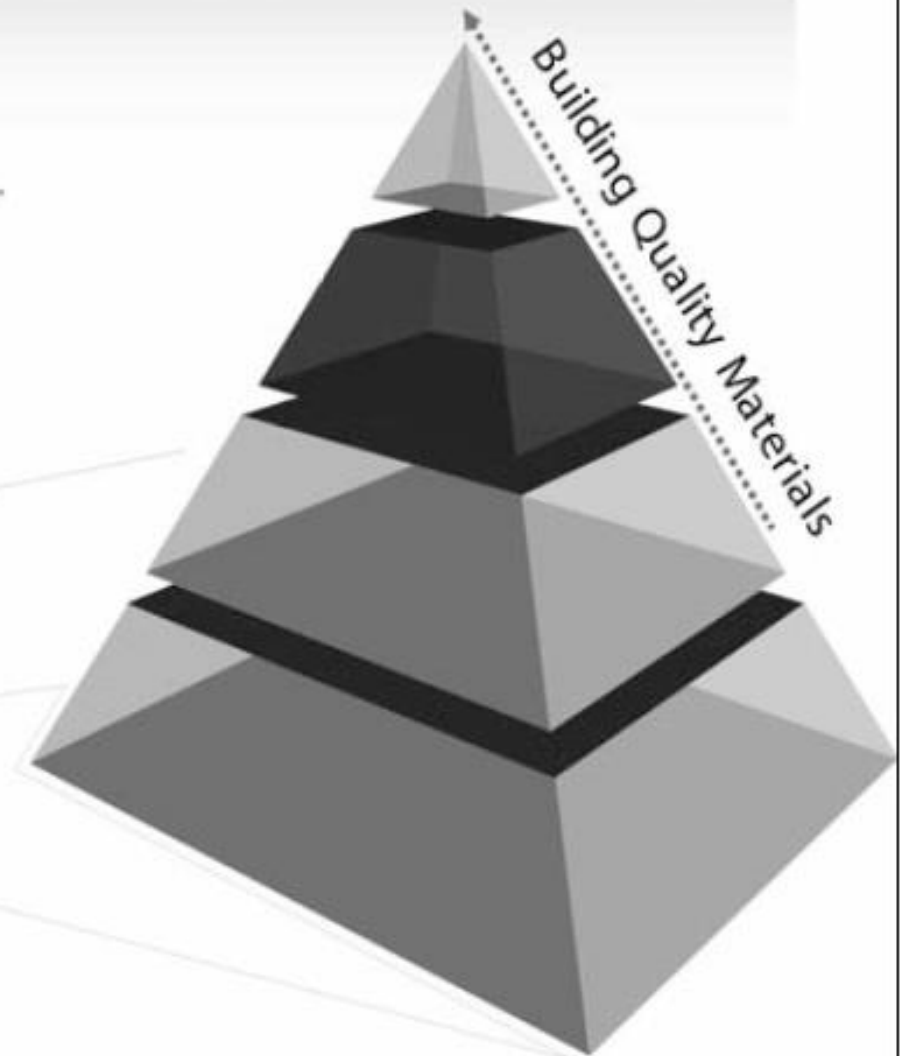


Figure 3: The CLIL Pyramid © Oliver Meyer

Example of Activity: Spanish

S. Panichelli-Batalla: Introduction to Latin America (Y1)

Topic

- Literary movements in 20th century LA
- Short story: ‘Chac Mool’, by Carlos Fuentes

Media – input

- footnotes
- introduction to the short story with “Códigos para la comprensión”
- questions to guide reading and help understanding

Tasks – output

- In class:
 - prepare questions beforehand to participate in
 - group discussion about the short story: express opinions
 - analysis of how it fits into the Latin American literary *Boom*

CLIL workout

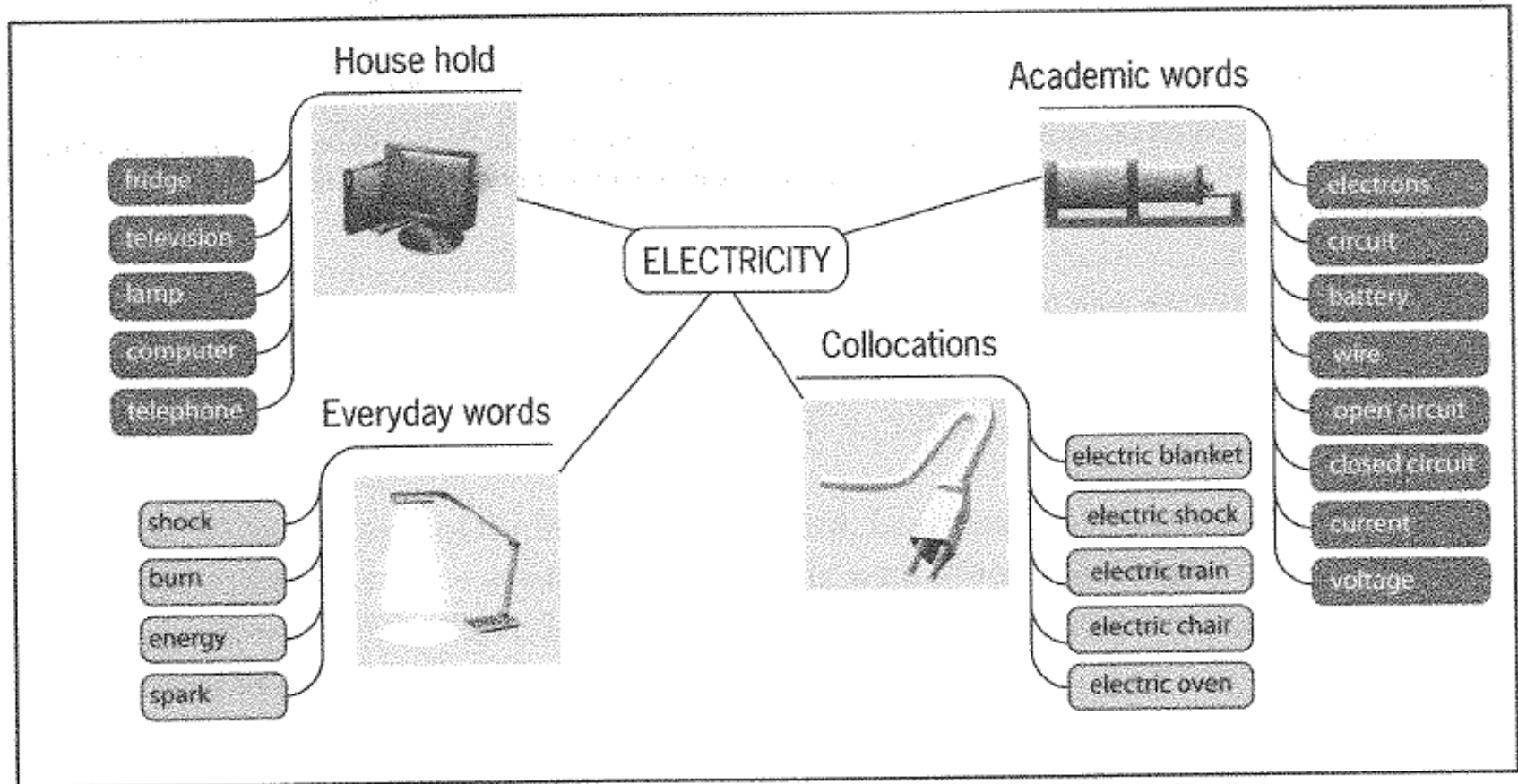
- review of key content and language elements (language *of* and *for* learning)

Seven principles of CLIL materials design

1. The primacy of 'task' (the text-task relationship)
2. Prioritizing the three dimensions of content
3. Guiding input and supporting output
4. Scaffolding and embedding
5. Making key language salient
6. The concept of 'difficulty' in didactic materials
7. Thinking in sequences

Graphic organisers for activating focus: vocab

Physics: electricity



Dale / Tanner (2012: 91)

3 dimensions of CLIL

Science content to be acquired (concepts)

Skills used to work on the concepts (procedures)

To differentiate between the planets in the Solar System, **BY** interpreting, transcribing, and producing descriptions **USING** derived adjectives, comparatives and superlatives, and language to express relative distances.

Specific language items associated with the conceptual content (language)

Present simple to describe characteristics:
There are, they do

Comparatives:
different, same

Pronouns to link sentences:
They

Multimodal input:
cell diagrams

Subject-specific language: science

Linking words:
But, so, because

Uncommon words with no visual support:
goblet cells

Everyday word used in specialist way:
cells

Noun phrases:
root hair cells, goblet cells

Specialist vocabulary:
mucus, cilia, haemoglobin

Prepositions to show purpose and direction:
for absorbing water, to every cell

7A.4 Different cells for different jobs

You should already know
 There are over a million different types of animal. They all have different shapes and sizes.
 But in all these animals there are only about 200 different kinds of cell. These cells are different because they do different jobs. The cells on the inside of the breathing tubes of humans and other animals are similar because they do the same jobs.

Outcomes
 Information in chart form

Keywords
 dust carried out of breathing tubes
 mucus and dust
 this cell secretes mucus
 any hairs (cilia)
 Two kinds of cells in breathing tube linings.

Goblet cells
 Called this because...
 Job: to make sticky mucus to trap dust and micro-organisms

Ciliated epithelial cells
 cilia = beating hairs
 epithelium = skin or lining
 Job: to carry the mucus out of the lungs

Diagram 1: Breathing tube linings
 Shows two types of cells: goblet cells (secrete mucus) and ciliated epithelial cells (have cilia to move mucus).

Question 1
 more specialised cells
 senses in your fingers
 very long nerve fibre
 connections to nerve cells in your brain and spinal cord
 Nerve cells are very long. Your brain and spinal cord send and receive messages in the form of nerve impulses from all over your body.

Diagram 2: Nerve cell
 Shows a long nerve cell with a cell body and long fibers.

Diagram 3: Red blood cell
 Your red blood cells are full of a chemical called haemoglobin. This can join with oxygen. So your blood can carry oxygen to every cell in the body.

Diagram 4: Root hair cell
 Plants have special cells too. Root hair cells are one example. The hairs give the roots a bigger surface for absorbing water.

Diagram 5: Root hair cell
 Shows a root hair cell with a long hair extending into soil and water.

Question 2 3 4

7A Cells: the body's building blocks

Dale / Tanner (2012: 82)



Subject-specific language: history

Dale / Tanner (2012: 62)

Past and past perfect tenses to recount past events:

had said, travelled

The Haj

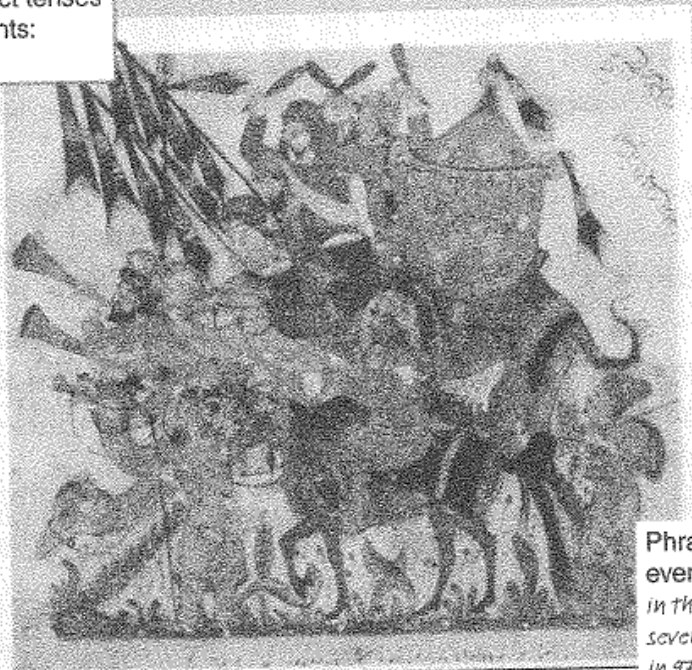
Specialist vocabulary:
The Haj, Mecca

Linking word:
Both

'Would' to talk about past habits

Multimodal input:
primary sources, visuals

Trade was not the only reason why Muslims travelled so much. Muhammad had said that every Muslim man and woman should make the PILGRIMAGE (or Haj) to Mecca once in a lifetime. Both powerful and ordinary people did one of them journeyed to many times. Some pilgrims travel thousands of miles overland to get to Mecca. Some rich pilgrims would carry many treasures and goods to give along the way. Governments would send official caravans which were protected from bandits by soldiers. Hundreds of caravanserais sprang up along the pilgrim routes to Mecca. They were paid for by gifts from rich Muslims.



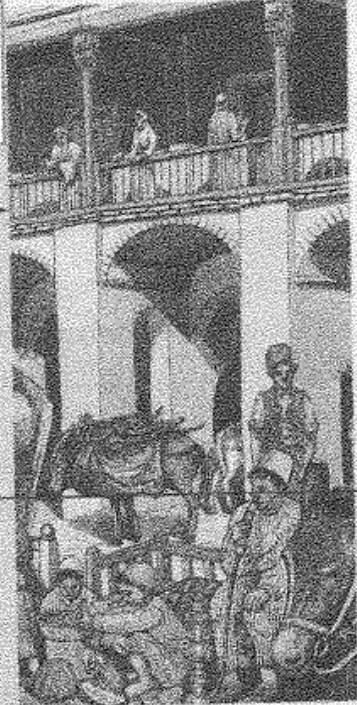
SOURCE 8 A pilgrim caravan in the thirteenth/seventh century

Phrases to place events in time:
in the thirteenth/seventh century, in 977/366

SOURCE 10 Description of the famous pilgrimage made by Jamila bint Nasir (in 977/366)

Jamila brought with her, loaded on camels, fresh green vegetables contained in earthenware crocks. She brought 500 horses and 200 camels for disabled pilgrims to ride. She gave 10,000 dinars to the poor in Mecca. She freed 300 slaves and 200 slave-girls. She provided 50,000 fine robes for the ordinary people in Mecca.

Specialist vocabulary:
earthenware crocks, dinars



SOURCE 9 A fourteenth/eighth-century pilgrim describes his travels through Egypt towards Mecca

The governor of the city came to meet us. Seeing my clothes all soiled by the rain, he gave orders that they should be washed at his house, and in place of my old worn turban sent me one of fine Syrian cloth. Into this he had tied two gold dinars. This was the first alms I received on my journey.

First person accounts, using past tense and evaluative language:
fine, soiled, sent, provided

1. Look at Source 8. Why are there musicians with the pilgrims?
2. In what ways were pilgrims helped on their journey to Mecca?
3. How did pilgrims help others?



What do you see as the biggest

- advantages / gains
- challenges / roadblocks

for learning through the medium of L2?



CLIL in European HE

key issue: Internationalisation

most CLIL research from non-Anglophone countries

- number of English-medium BA and MA programmes: from 700 in 2002 to 2400 in 2007 to over 8000 in 2014
- leading the field: Netherlands, Denmark, Finland, Cyprus, Switzerland, Lithuania and Latvia
- mainly at Master's level (80%)
- disciplines: Economics/Business, Law, Sciences, Engineering

Wächter / Maiworm (2014)

Terminology

These terms are often used synonymously.

- What do they mean?
- Are these different or the same?

EMI

ICL(HE)

CLIL

Terminology: CLIL

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an **additional language** is used for the learning and teaching of both content *and* language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time.

Coyle / Hood / Marsh (2010). *CLIL*. Cambridge: CUP, p. 1

CLIL can be described as an “an educational approach where [some] curricular content is [additionally] taught through the medium of a foreign language [which is often* also taught as a subject itself], typically to students participating in some form of mainstream education at the primary, secondary, or tertiary level”

Dalton-Puffer, 2011, quoted in and additions by Hüttner & Smit (2013). ‘CLIL: The Bigger Picture’. *System* 41, p. 164

*usually not at tertiary level

Terminology: CLIL vs ICL(HE) vs EMI

- Often: CLIL = ICL

settings “where the integration between language and content is explicit”

Costa, F. (2012). ‘Focus on form in ICLHE lectures in Italy. Evidence from English-medium science lectures by native speakers of Italian’. *AILA Review* 25, p. 31

rather than focussing on content learning only → then label EMI

- Or: ICL = EMI but different from CLIL

because of “the specificities of EMI at tertiary level such as the diverse language backgrounds of the students and teachers”

Hynninen, N. (2012). ‘ICL at the micro level: L2 speakers taking on the role of language experts’. *AILA Review* 25, p. 26

Terminology: CLIL vs ICL(HE) vs EMI

- CLIL/ICL ≠ EMI

[T]he most outstanding characteristics of the CLIL approach, namely its [...] dual focus, can rarely be identified in English-medium programmes as they predominantly aim at the acquisition of subject knowledge. Amongst other areas, this becomes evident in the motives behind the implementation of English-taught degree programmes, for which improving students' English skills is hardly ever mentioned as an aim.

Schmidt-Unterberger (2018). 'The English-medium paradigm: a conceptualisation of English-medium teaching in higher education'. *International Journal of Bilingual Education and Bilingualism*, 21:5, p.

Terminology: CLIL vs ICL(HE) vs EMI

ESP aims to prepare students for their professional careers by aiding them in understanding and decoding the language of their discipline. Next to discipline-specific lexis and other linguistic features, students also need to be introduced to the generic conventions of their discipline.

EAP courses introduce students to a wide array of academic communication and study skills such as note-taking, giving presentations, taking part in discussions, reading and writing academic papers – skills which are of prime importance in most disciplines and most tertiary education contexts.

Schmidt-Unterberger 2018: 529

→ $ICL \approx ESP + EAP + EMI$

Findings from Europe: perceived gains

similar to findings from other bilingual settings

- L2 competence (particularly improvement in receptive skills)
- gains in self-confidence
- multicultural competence
- Teachers: greater methodological innovation and level of reflection

Aguilar/Rodriguez (2012), Pérez-Cañado (2012)

Findings from Europe: perceived losses

As perceived by lecturers:

- affects “ability to communicate knowledge in an effective and student-friendly manner” Tange (2010)
- uncomfortable expressing themselves in everyday language
- increased workload and lack of materials
- poorer coverage of subject matter, slower delivery rate

Aguilar/Rodríguez (2012)

Findings from Europe: perceived losses

As perceived by students:

- Spain: students report avoidance strategies (Aguilar / Rodríguez 2012)
- Sweden, Norway: issues with lecture comprehension (Airey-Linder 2006, Pérez-Cañado 2012)
- Belgium: quality of teaching (Sercu 2004)

Consequences of CLIL: Example Spain

Dafouz / Núñez (2009):

lecturers report methodological adjustments

- adaptation of material
- slowing down of classroom rhythm
- slight reduction of content
- more repetition of main ideas
- slower speech rate to facilitate comprehension

students

- perceive substantial improvement in subject specific vocabulary, pronunciation and listening
- report grammatical development as least improved area
- consider content taught through English “more useful in the long run”, yet “more demanding and stressful”

Findings: CLIL training

It seems that CLIL at the tertiary level is often performed in a rather casual manner because university professors are not inclined to receive training on how to teach in a foreign language.

Costa / Coleman (2010: 26)

CLIL training specially adapted to university teachers is necessary so that lecturers can overcome their reluctance to a methodological training and thereby the potential of CLIL is realised.

Aguilar / Rodriguez (2012: 183)

Issue: teacher training

In some countries, higher education teaching and research staff have not been explicitly trained in educational methodologies. In these cases, higher education has been viewed as characterized by *transactional modes of educational delivery* (largely imparting information), rather than the **interactional modes (largely process-oriented) characteristic of CLIL.**

Coyle / Hood / Marsh (2010: 24, my emphasis)

Any questions?



CLIL at Aston University

School of Social Sciences and Humanities



Example: German (JH, post-A-level)

Year 1

German Language Skills I

Introduction to the German-Speaking Countries

Business Context in Germany

Year 2

German Language Skills II

Politics and Society

Culture and Conflict

International Business and Markets (German)

Final Year

German Language Skills III

Cultural Identities in the German-speaking countries

Global Germany

Perspectives in International Business (German)

Research Dissertation

Example: German Ab Initio (JH)

Year 1

German Language Skills Ab Initio I

Introduction to Language and Communication

Year 2

German Language Skills Ab Initio II

Introduction to the German-Speaking Countries (Y1)

Final Year

German Language Skills III

Cultural Identities in the German-speaking countries

Global Germany

Perspectives in International Business (German)

Research Dissertation

Module descriptions

outline learning outcomes

- content knowledge and understanding
- language-related skills
- cognitive skills
- subject-specific skills
- transferable skills

Example: LG3041 - Perspectives in International Business (German)

Students will be able to



- analyse and discuss pressing issues facing German business and consumers and the German economy today and evaluate a range of different standpoints held regarding these issues within Germany and internationally



- formulate appropriate and rapid responses in spoken German and to understand and produce complex written texts in German at C1 level
- demonstrate advanced problem formulation and negotiation as well as decision-making and solution skills
- demonstrate improved research, team-work and time management skills

Example of Activity: German

C Gremler, Perspectives in International Business (German)

- Topic: Globalization and the German Economy

Task 1 (preparation at home):

- Read text A

[about the reaction of German businesses to the opportunities that globalization offers and the consequences for the German workforce and for SMEs]

- and answer the questions

Task 2 (in class):

- Read text B

[about the German government's view of globalization]

- and answer the multiple-choice questions about terms used in the text

Example of Activity: German

Task 3 (in class):

Target language discussion about texts A and B.

- What are the dangers and opportunities of globalization?
- What is the government's perspective?
- How do businesses actually react to the situation?
- Is there a discrepancy?
- Are there “winners” and “losers” of globalization?
- Should (and/or could!) politicians try to influence the process of globalization?
- How?

Assessment and marking

- wide range of different assessment types are used to test content and 4 language skills, e.g.
 - exams (oral and written)
 - individual and group presentations
 - essays (1000-3000 words)
 - debates
 - portfolio
 - projects
 - video production
 - research dissertation
- marking criteria and feedback procedures
 - structured according to language level
 - harmonised across the languages

Example: Marking criteria

LSS LTS Marking criteria for Oral Production in the TL

Applicable to the following tasks: Presentation, viva, discussion, role play etc.

TL = Target language

Weighting of marks is different in language (content 30%, language 70%) and thematic (content 70%, language 30%) modules.

See appendix for CEFR level descriptors for oral production.

Year One



| Class | % range | Content and intellectual skills | Language and presentation skills |
|-------|---------|--|--|
| I | 85+ | Exceptional work in all respects. There is convincing control of subject matter, breadth and depth, and a good understanding of the complexity of the issues. Can identify and retrieve key information from well-selected sources and present coherently, is able to react and interact convincingly The structure is clear and logical, with arguments and information integrated into a coherent argument. | Exceeds expectations for this level (B1+, see CEFR). Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. There are few errors, TL is quite idiomatic and often uses complex sentence structures. Pronunciation is consistent, with some interference from other languages. Consistent fluency. Confident body language. Clear, convincing delivery. |
| | 70-84 | Sustained and convincing work with very good control of subject matter, and solid understanding of the issues. The structure is clear and logical, with arguments and information integrated into a coherent and persuasive argument. | Excellent use of the TL. Errors are quite rare, though there may be a number of minor mistakes, and perhaps a very limited number of more serious ones, often caused when attempting more complex structures. Good command of lexis and syntax. Pronunciation and fluency are excellent, with good rhythm and little interference from other languages. Excellent body language. Energetic, clear delivery. Interacts and reacts easily. |
| 2.1 | 65-69 | Shows competence and fluency, with a good understanding of the issues. Questions are answered with thoughtfulness. The structure is logical and coherent. Clear links between ideas. | A wide variety of structures and lexis is used. There can be numerous minor errors, and perhaps a limited number of more serious ones. Very good intonation, rhythm and fluency, though there is some interference. Very good body language and convincing delivery. Good audience awareness. |
| | 60-64 | There is good understanding of the issues, but there is often a lack of depth or breadth. Questions are answered well, but only demonstrates limited in-depth thinking. The structure is generally sound, logical and responds to the brief. | Minor errors of expression are persistent, but do not define the performance. The overall impression is clearly of good command of syntax, tense, lexis. Pronunciation mostly accurate; interference can be persistent. Good body language, audience awareness and projection. |
| 2.2 | 55-59 | There is clear evidence that the basic issues have been understood, though problems with precision and range mean that there is a lack of complexity. Questions are understood and answered reasonably well. Description predominates. | Lexis and syntax are acceptable, if unambitious. There are persistent minor errors of expression, and numerous more serious errors. Pronunciation and intonation acceptable; some flaws, but there are attempts to vary patterns; there is some strain on the sympathetic |

Example: Marking grid

NAME / CANDIDATE NUMBER:

MODULE:

INSTRUCTOR:

| I (70%+) | | II.1 (69-60%) | | II.2 (59-50%) | | III (49-40%) | | (39-0%) | |
|---|-----------|----------------------------|------|---------------|---------------|--------------|-----------|----------------|--|
| Outstanding | Excellent | Very Good | Good | Average | Below Average | Weak | Very Weak | Fail | |
| Weight of mark and aspects considered: | | | | | | | | Numerical mark | |
| 30% | | CONTENT | | | | | | /100 | |
| <ul style="list-style-type: none"> • presentation of topic • adequate and accurate factual information • analysis and conclusion • structure and coherence • proper use of sources and references | | Tutor comments and advice: | | | | | | | |
| 70% | | LANGUAGE | | | | | | /100 | |
| <ul style="list-style-type: none"> • grammatical accuracy • range of vocabulary • appropriate style/register • idiomatic use of language • pronunciation, intonation and fluency • communication and body language • ability to interact | | Tutor comments and advice: | | | | | | | |

Please refer to the Assessment Handbook and the LTS marking descriptors when reading your feedback

PROVISIONAL MARK ____/100

(All marks are provisional until approved by Exam Board)

Examiner's Signature:

Student's Action Plan: What can I learn from my feedback?

What went well and why? What did not go so well, and how can I improve it?

Should you require more feedback or support from your tutor, please fill in the above table before meeting him/her.

Integrating content and language

language modules interlink with content modules to support linguistic and academic requirements of the CLIL classroom

Example: Oral Skills tutorials

integrated in core language modules for all years

facilitated by German teaching assistants

topics prepare for written exams at end of each TP

- weekly videos (15-40 min)
- tasks (listening compr, fill-the-gap, vocab quizzes, etc.)
- self-check answers
- additional online resources

topics aligned with core content modules

→ create synergies between language and content modules

Example: Year 1 – Die Weiße Rose

- (2013-14 LG1001) German Language Skills
- Home Page
- Essential Information
- Resources
- Assignments
- Readings 2013-14
- Aston Replay

- COURSE MANAGEMENT
- Control Panel
- Files
- Course Tools
- Evaluation
- Grade Centre
- Users and Groups
- Customisation
- Packages and Utilities
- Help

Die weiße Rose

Die Weiße Rose



Watch Video



video

Wortschatzliste

Attached Files: [Wortschatzliste.docx](#) (11.745 KB)



exercises

Übung zum Hörverstehen

Attached Files: [Übungen zum Hörverstehen Woche 22_1.docx](#) (41.5 KB)

Grammatikübung

Attached Files: [Grammatik_Scholl.doc](#) (23.5 KB)



self-check answers

Kontrollblatt Hörverstehen


Attached Files: [Lösung Hörverstehenaufgabe.doc](#) (24 KB)

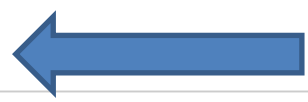
Lösungsblatt Grammatik

Attached Files: [Lösungsblatt_HV_Grammatik.doc](#) (24 KB)

Sophie Scholl

Oscar-nominated World War II drama set in 1943 and based on a true story.

 [Sophie Scholl](#)



other resources

weiterführende Links

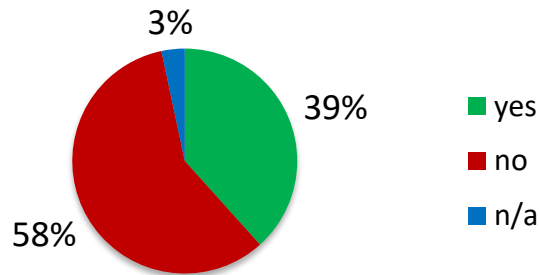
Dossier zur Weißen Rose von der Bundeszentrale für politische Bildung: http://www.bpb.de/themen/HKQ663.0.0.Sophie_Scholl_und_die_Wei%C3%9Fen_Rose.html

Link zur Gedenkstätte des Deutschen Widerstands in Berlin: <http://www.gdw-berlin.de/>

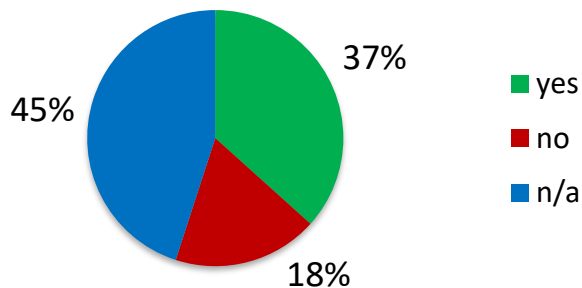
Challenges: transition

- Managing student expectations

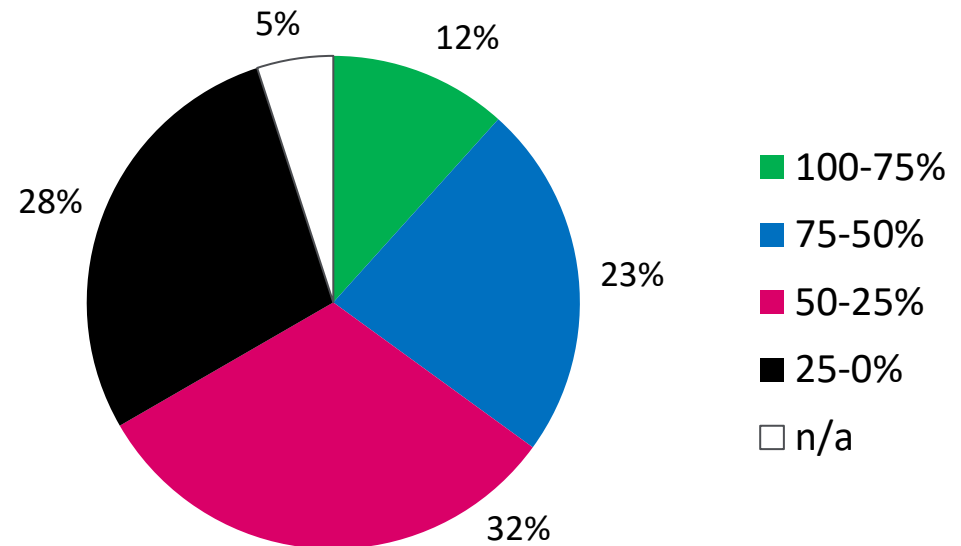
C 3. Did you come across the concept of the Integrated Approach when you investigated this university?



C 4. Did the Integrated Approach used at this university play a part in your decision to come to this institution?



B 5. Up to A-levels, how much classroom interaction was in German?



Challenges: proficiency

- mixed-ability students who have different level of understanding and acquire knowledge with a different pace
- adapt language use to proficiency level without compromising complex and intellectually demanding content – increased awareness of language
- increasing lack of text comprehension skills - students less able to process complex academic texts, even in English
- subject specialists happy to teach in a foreign language - often no language-pedagogical background, reluctant to receive training in CLIL methodology

Challenges: academic rigour

We want students to actively explore, research and solve complex problems to develop a deep understanding of core academic concepts

- adapt language use to proficiency level without compromising complex and intellectually demanding content
- increased awareness of language
- compromise on the goal of covering as much content as possible – focus and depth
- explore ideas from multiple perspectives and build an understanding of their interconnectedness

Challenges: appropriate teaching materials

difficult to find adequate teaching materials

- lack of text comprehension skills
- e.g. German: no textbook culture
- experience at gauging level of complexity / difficulty of language: adapt when and how?

Aston student voices

- German students in all year groups perceive clear advantages in the university's approach to CLIL.
- German students generally consider L2-taught content classes both challenging and beneficial for their language development.
- Year 2 students feel better prepared for their YA because of their prolonged exposure to the target language.
- Year F students returned from placements feel that their YA was more successful.

Aston staff voices

“Target-language content teaching has proven to be an enriching experience for both my students and myself. As an instructor, I become the medium through which the students learn and experience not only language skills or subject specific contents but the **culture** I bring into the classroom.”

Dr Raquel Medina, Senior Lecturer in Spanish

“Teaching first year content modules in the TL allows you to be part of an impressive development process and is as rewarding as it is challenging.”

Dr Claudia Gremler, Senior Lecturer in German

Breakout: Show & Tell

15 minutes



Please share examples from your own practice!



CLIL: Why?

- MFL often perceived to be difficult, not enjoyable and not relevant
- CLIL can help rekindle interest in language learning
 - fosters independent learning
 - develops skills across a range of subjects
 - enriches the curriculum by focussing on the four Cs: content, cognition, communication and culture
- time efficient because both subject content and language are learned together
- fosters communication and intercultural understanding and development
- refreshes classroom practice and provides teachers with the opportunity to be creative in interpreting the curriculum

see Coyle et al. (2009)

CLIL: How?

- depends on the context of a specific school and the requirements of the curriculum
- very flexible approach
 - ‚soft CLIL‘ – individual units, sequences of 2-3 lessons
 - more sustained modules over a term or school year
- Key to success:
 - Finding the balance between content and language
 - choosing appropriate content and fostering cultural understanding
 - defining appropriate outcomes for both subject and language development

see Coyle et al. (2009)

Good CLIL...

- is context-embedded
- is content-driven (rather than content-based)
- has clearly defined learning outcomes for BOTH content and language
- makes creative use of language as learning tool (linguistic scaffolding)
- connects learners to language use for different purposes at different times
- develops linguistic confidence and competence and promotes spontaneity
- is localised and carefully adapted to fit specific context
- is motivating for both teachers and learners

Prerequisites for CLIL

- Open eyes: be aware of what is and isn't possible
- Institutional commitment – CLIL requires resources!
 - CPD, methodology training, reduced workloads
- Instructors convinced of value and willing to invest time and effort
- Cooperation between language and subject experts
- Clearly formulated, explicit learning objectives
- Time to redesign curriculum, units, assessment
- Don't re-invent the wheel!
 - Use lessons from CLIL in various educational settings, Europe

Key texts and resources



Content and Language Integrated Learning

Do Coyle
Philip Hood
David Marsh



Conceptualising Integration in CLIL and Multilingual Education

Edited by Tarja Nikula, Emma Dafouz,
Pat Moore and Ute Smit



CLIL in Higher Education Towards a Multilingual Language Policy

Inmaculada Fortanet-Gómez

Discourse in Content
and Language
Integrated Learning
(CLIL) Classrooms

Christiane Dalton-Puffer

John Benjamins Publishing Company

Language Use
and Language Learning
in CLIL Classrooms

Edited by
Christiane Dalton-Puffer
Tarja Nikula
Ute Smit

AILA APPLIED LINGUISTICS SERIES 7

John Benjamins Publishing Company

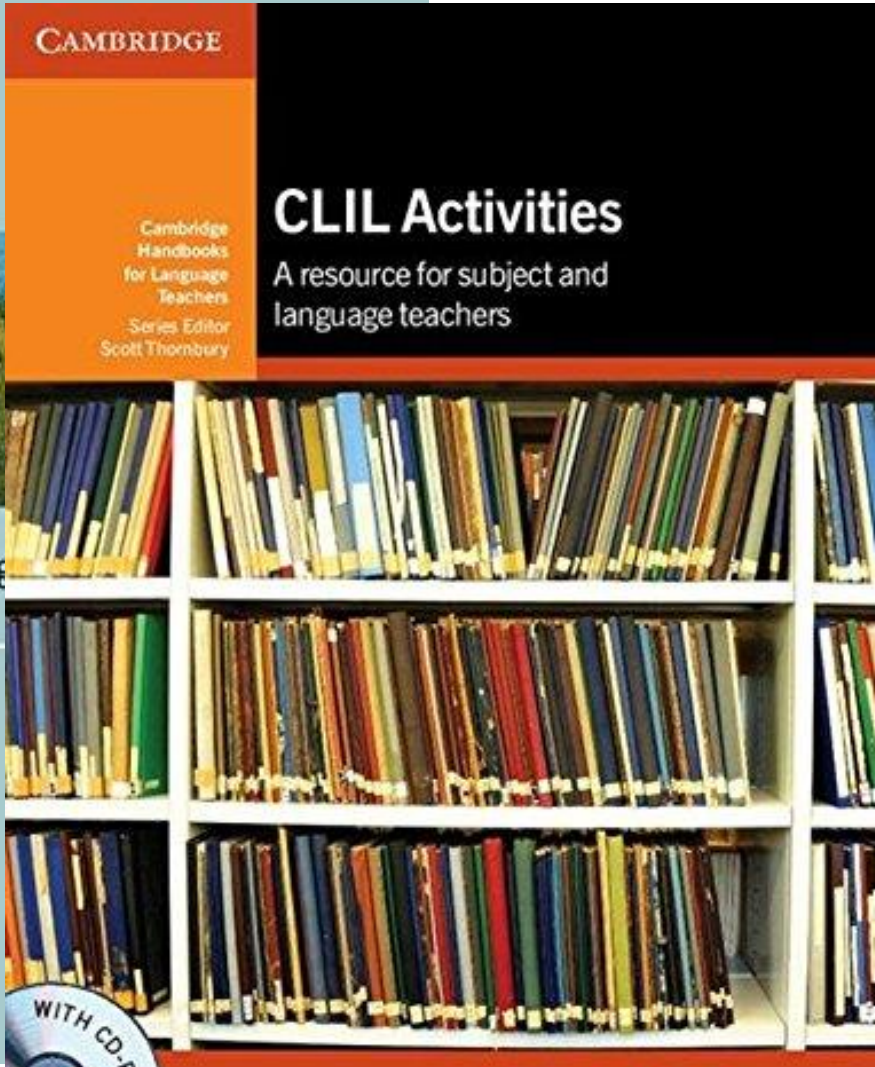
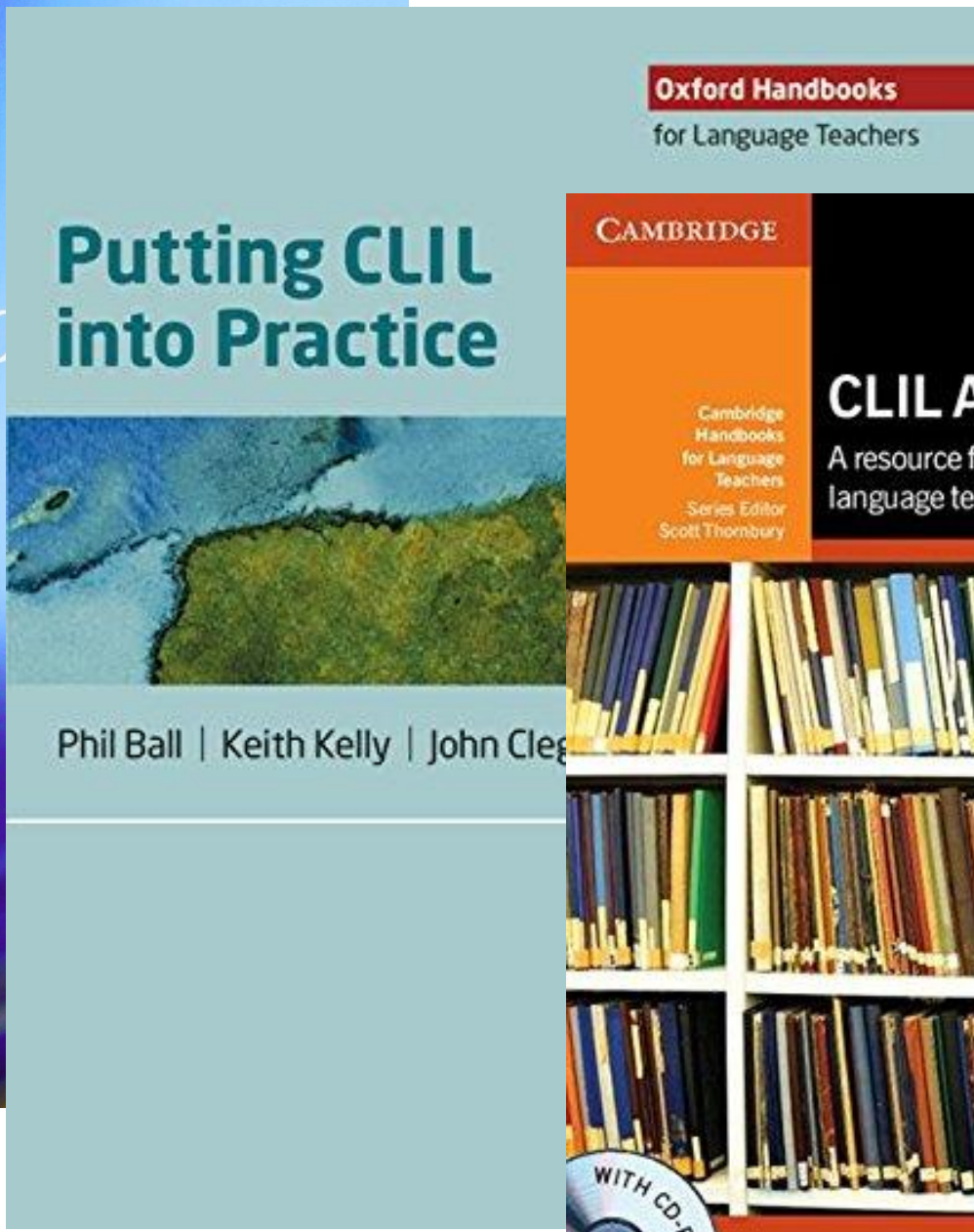
Applied Linguistics
Perspectives
on CLIL

Edited by
Ana Llinares
Tom Morton

John Benjamins Publishing Company

CLIL across *Educational Levels*

Compiled by Emma Dafouz and Michele C. Guerrini
Foreword by Do Coyle



Liz Dale and Rosie Tanner

References

- Aguilar, M. / Rodríguez, R. (2012). 'Lecturer and student perceptions on CLIL at a Spanish university'. *International Journal of Bilingual Education and Bilingualism* 15:2, 183-197.
- Airey, J. / Linder, C. (2006). 'Language and the experience of learning university physics in Sweden'. *European Journal of Physics* 27, 553-560.
- Ball, P. / Kelly, K. / Clegg, J. (2015). *Putting CLIL into Practice*. Oxford: OUP.
- Coyle, D. (2007). 'Content and Language Integrated Learning: Towards a Connected Research Agenda for CLIL Pedagogies'. *International Journal of Bilingual Education and Bilingualism* 10: 5, 543-562.
- Coyle, D. / Holmes, B. / King, L. (2009): *Towards an integrated curriculum: CLIL National statement and guidelines*. The Languages Company.
- Coyle, D. / Hood, P. / Marsh, D. (2010). *CLIL – Content and Language Integrated Learning*. Cambridge: Cambridge University Press.
- Dafouz, E. / Núñez, B. (2009). 'CLIL in higher education: devising a new learning landscape'. In: Dafouz, E. / Guerrini, M.C. *CLIL across Educational Levels. Experiences from primary, secondary and tertiary contexts*. London, Madrid: Richmond Publishing, 101-112.
- Dale, L. / Tanner, R. (2012). *CLIL Activities. A resource for subject and language teachers*. Cambridge: CUP.
- European Commission (2005). *European Language Policy and CLIL*. Available at: http://ec.europa.eu/languages/documents/clilbroch-xx.pdf_en.pdf.
- Eurydice (2006). *Content and Language Integrated Learning (CLIL) at School in Europe*. Brussels: Eurydice. Available at: http://ec.europa.eu/languages/documents/studies/clil-at-school-in-europe_en.pdf.
- Pérez-Cañado, M.L. (2012). 'CLIL research in Europe: past, present, future'. *International Journal of Bilingual Education and Bilingualism* 15:3, 315-341.
- Sercu, L. (2004). 'The introduction of English-medium instruction in universities: A comparison of Flemish lecturers' and students' language skills, perceptions and attitudes'. In: Wilkinson, R. (ed.). *Integrating content and language: Meeting the challenge of a multilingual higher education*. Maastricht: Universitaire Pers, 547-555.
- Tange, H. (2010). 'Caught in the Tower of Babel: university lecturers' experiences with internationalisation'. *Language and Intercultural Communication* 10:2, 137-149.
- Wächter, B. / Maiworm, F. (2014). *English-Taught Programmes in European Higher Education. The State of Play in 2014*. ACA Papers on International Cooperation in Education. Bonn: Lemmens Medien GmbH.

Any questions?

