



Introduction to CLIL

Content and Language Integrated Learning

CLIL in
Education

Erasmus + Project

2020-2022



What is 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.
- It has **dual learning** aims:
 - Subject matter (content)
 - L2 used as the medium of instruction for the content.





Language
OF
learning

Language
FOR
learning

Language Triad

Language
THROUGH
learning





Moreover...

- CLIL can be ‘hard’ or ‘soft’:
 - ‘**Hard**’ CLIL – most of the lesson is conducted in the other language.
 - ‘**Soft**’ CLIL – only some of the lesson is conducted in the other language.
- Teachers working with CLIL are **specialists** in their own discipline and fluent **speakers** of the target language.
- In many institutions language teachers work in **partnership** with other departments.







The 4Cs of CLIL

- According to the 4Cs curriculum, a successful CLIL lesson should combine:
 - **Content:** The knowledge, concepts, and skills of the discipline.
 - **Communication:** The communication of meaning about the knowledge, concepts, and skills being learned (e.g. stating facts in science, giving instructions on using software, describing emotions in response to music).
 - **Cognition:** The thinking skills which make sense of knowledge, experience, and the world around us (e.g. remembering, understanding, evaluating, critiquing, reflecting, creating – LOT & HOT).
 - **Culture:** The interaction and engagement with the world around us.





Roles of teachers

- They must be **knowledgeable in the subject matter** and able to elicit that knowledge from their students.
- Responsible for selecting, creating and adapting content materials.
- Providers of timely and adequate comprehensible input and of **balanced** instructional options between content focus and linguistic focus.
- Providers of **scaffolded** learning.





Roles of learners

- Learners are **active interpreters** of input and of oral and written texts.
- Are **willing** to explore alternative learning strategies.
- Use the foreign language to learn content.
- **Autonomous** and collaborative.
- Sources of content and joint participants in the **selection of topics** and activities.





Activities

- Should emphasise interaction and groupwork and integration of skills:
 - Vocabulary building
 - Language development exercises
 - Discussion and debate
 - Discourse organisation activities for reading and writing
 - Webquests
 - Games
 - Jigsaw activities
 - Information-gap activities
 - Jumble activities





Benefits of CLIL

- Builds intercultural knowledge and understanding.
- Develops intercultural communication skills.
- Improves language competence and oral communication skills.
- Develops multilingual interests and attitudes.
- Provides opportunities to study content through different perspectives.
- Allows learners more contact with the target language.
- Does not require extra teaching hours.
- Complements other subjects rather than competes with them.
- Diversifies methods and forms of classroom practice.
- Increases motivation and confidence in both the language and the subject.





Food for thought...

- Is teaching content the same as teaching language?
- How to balance focus on meaning/content and focus on form?
- Very demanding roles for learners, who may feel overwhelmed by all the amount of information received and may not be willing to accept the active role implied by this approach.
- Very demanding roles for teachers: Most language teachers have been trained to teach language as a skill rather than content.
- Collaboration between language teacher and content teacher is essential.
- Assessment issues: What to assess –content knowledge, language use or both? How much weighting should be assigned to both?

