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.’

### 4Cs Framework
**Interrelationship between Content and language**

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

4Cs Framework
Communication: interaction during learning

<table>
<thead>
<tr>
<th>Basic Interpersonal Communicative Skills (BICS)</th>
<th>Cognitive Academic Language Proficiency (CALP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>meaningful social language for everyday classroom communication</td>
<td>subject-specific language of school subjects</td>
</tr>
<tr>
<td>‘Let’s look at the things we did again.’</td>
<td><em>Have you considered how the findings of the experiment could have been affected by the accuracy of the measurements?</em></td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>recalling</th>
<th>understanding</th>
<th>applying</th>
<th>analysing</th>
<th>evaluating</th>
<th>creative thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify: What can you see in the picture?</td>
<td>2. Make a table with four different types of animals in this ecosystem.</td>
<td>3. Is there an ecosystem like this near your school? Why or why not?</td>
<td>4. Look at the picture again. Choose three animals. What <strong>could</strong> they eat?</td>
<td>5. Read your partner’s description of the poster. Which words describe the ecosystem? What <strong>would</strong> you change?</td>
<td>6. If you could create an ecosystem near your school, which plants and animals <strong>would</strong> live in it?</td>
</tr>
</tbody>
</table>
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
  - round ↔ angular
  - soft ↔ hard
  - smooth ↔ rough
  - dark ↔ light

**sentence bank**
- ___ rocks are formed by _____.
- ___ rocks have got from _____.
- ___ rocks are made up of __________.
- ___ rocks 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 ______.
- ___ rocks are made up of ________.
- consist mainly of

**recount**

- first
- then
- next
- after that
- finally
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

**Sentence Bank**
- ___ rocks are formed by from ______.
- ___ rocks have got _______.
- ___ rocks are made up of __________.
- ___ rocks consist mainly of ________.

**Recount**
- first
- then
- next
- after that
- finally

**Rock Cycle**
- heat + pressure
- metamorphic rocks
- compacting – sedimentary rocks
- weathering + erosion
- sediments
Support: word, sentence, text level

- visuals
- realia
- labels
- word banks
- glossaries
- target-language dictionaries
- bilingual dictionaries
- high-frequency words
Support: word, sentence, text level

- visuals
- realia
- labels
- word banks
- glossaries
- target-language dictionaries
- bilingual dictionaries
- high-frequency words

- sentence starters
- question starters
- substitution tables
- sentence gap-fills
- sentences + visuals

Support

Word level

Text level

Sentence level
Support: word, sentence, text level

- Word level
  - visuals
  - realia
  - labels
  - word banks
  - glossaries
  - target-language dictionaries
  - bilingual dictionaries
  - high-frequency words

- Text level
  - visual organisers
  - diagrams
  - video
  - predict text content
  - model texts
  - language frames

- Sentence level
  - sentence starters
  - question starters
  - substitution tables
  - sentence gap-fills
  - sentences + visuals
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
- pictures
- diagrams
- word banks
- glossaries
- high frequency words
- video clips
- visual organisers
- demonstrations
- constructive feedback
- question starters
- model texts
- gap-fills
- language frames
- longer wait times
- 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: I think the wood will sink.

B: I think the plastic will float.

C: I think the metal will sink.
Assessment: recording self and peer progress in CLIL

COMMUNICATIVE SKILLS

<table>
<thead>
<tr>
<th>Name: _____________________</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• answer questions about art: closed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>open</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ask questions about art: closed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>open</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• give an opinion about my/her/his art</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• describe my/her/his work using art vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment: recording self and peer progress in CLIL

**COMMUNICATIVE SKILLS**

<table>
<thead>
<tr>
<th>Name: ____________________________</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can …</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• answer questions about art: closed open</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ask questions about art: closed open</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• give an opinion about my/her/his art</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• describe my/her/his work using art vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE AND COGNITION**

<table>
<thead>
<tr>
<th>Name: ____________________________</th>
<th>well</th>
<th>improving</th>
<th>need help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can …</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• remember new art vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• classify examples of art work into different groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• apply new techniques to a drawing/painting/collage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use a range of different media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• evaluate my/her/his art work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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