

# Introduction to CLIL

Content and Volume Integrated Learning

Erasmus + Project

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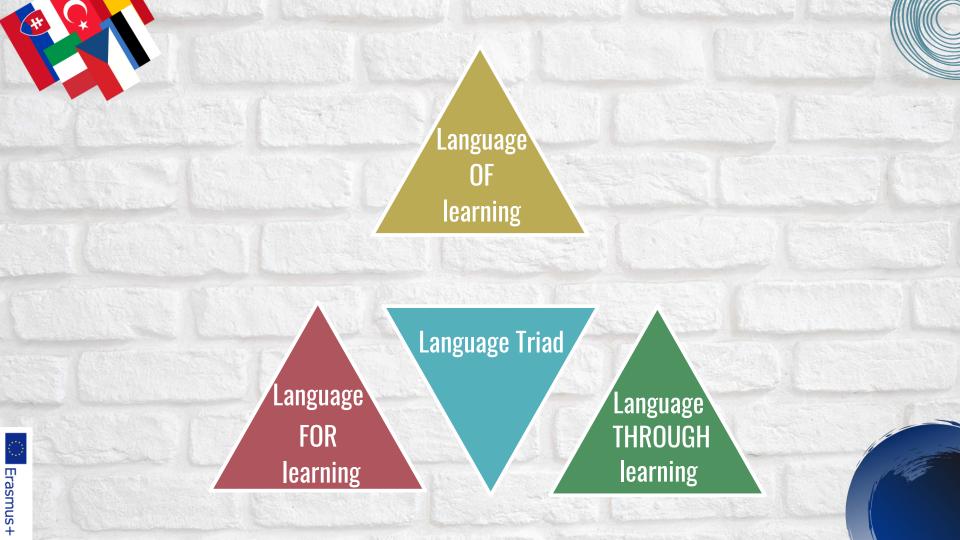




#### What is CLIL?

- Content and Language Integrated Learning (CLIL) is a dualfocused 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.







#### Moreover...

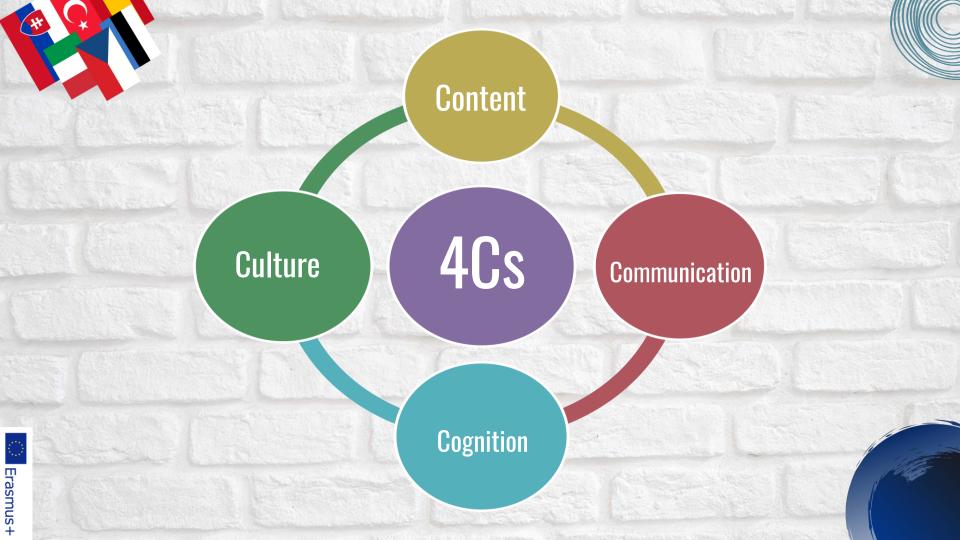
- CLIL can be 'hard' or 'soft':

   '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 of both? How much weighting should be assigned to both?

