

Content and language Integrated Learning

Language
Social Sciences
Law and Economics

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CONTENT AND LANGUAGE INTEGRATED LEARNING

Methodology CLIL

- Improves The Language Itself
at the same time
- Enhances Crosscurricular and Thinking Skills

Content and language Integrated Learning

Critical Thinking

Creativity

Initiative

Problem Solving

Risk Assessment

Decision Taking

Constructive Management of Feelings

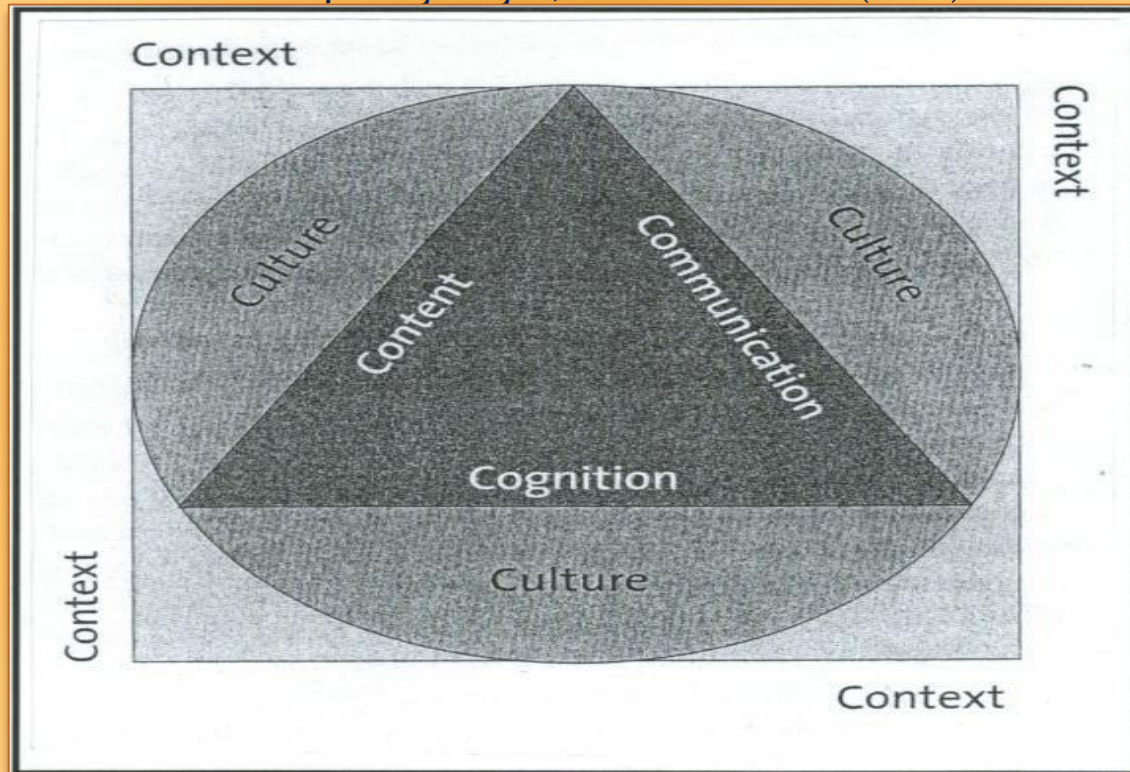
Content and language Integrated Learning

In CLIL performances are

- **the result of two key elements, FL & Subject Knowledge**
- **the combination of further components of a subject specific task**

Content and language Integrated Learning

the “4Cs” by Coyle, Hood & Marsh (2010)



Content and language Integrated Learning

Disciplines can be grouped into three broad areas according to the characteristics of language rather than the content covered:

-Humanistic and Social Disciplines;

-Scientific and Technical Disciplines;

-Artistic and Practical Disciplines

(Wolff, Quartapelle, 2011).

Content and language Integrated Learning

The so-called Humanities, such as Philosophy, History and Social Sciences, use a language.....

- ✓ closer to everyday life,
- ✓ relatively polysemic,
- ✓ which makes extensive use of connotation
- ✓ which may produce cultural interferences

Content and language Integrated Learning

little use of visual materials, but sometimes.....

- ✓ teachings concerning social situations and events are illustrated with pictures, charts, diagrammes and videos
- ✓ lessons mostly relay on verbal exchange

Content and language Integrated Learning

In Scientific Disciplines

- ✓ the words are polysemous
- ✓ the words have a clear meaning
- ✓ objects, images, symbols, graphs, mathematical code frequently occur

Content and language Integrated Learning

In Disciplines such as Music, Art, Physical Education

- ✓ forms of representation prevalent
- ✓ the language use is reduced
- ✓ L. supplemented by gestures and facial expressions

In different subjects the linguistic and communicative activities occur in different degrees

CLIL

ESP English for Special Purposes

EAP English for Academic Purposes

CBI Content and Based Instruction

EFL English as Foreign Language

FLAC Foreign Language across the Curriculum

CLIL

Agreement

on the fact it is a way of combining subject and foreign language (FL) learning

Differing views as to its purpose:

whether it is primarily an exercise in learning subjects, or in becoming more fluent in a language.

CLIL

Different teachers
subject teachers
language teachers

Different amount of curriculum time

CLIL

SPONTANEOUS QUESTIONS

Why is CLIL important?

How does CLIL work?

What are its advantages?

How does the classroom react?

What's the future of CLIL?

Where is CLIL happening?

CLIL

IMPORTANT

The social-cultural context

Since the 1990s the European Commission has had a clear vision of a multilingual Europe in which people can function in two or three languages.

- Expansion of the European Union / Increased Contact between Countries
- Communication as Central Issue

CLIL

**IMPORTANT
“RETHINKING EDUCATION”**

**L2 Competence a Key Dimension to Update
European Education Systems**

**CLIL Motive Force for the Renewal and Bettering of
School Curricula**

**A Major Contribution to Make to The Union's
Language Learning Goals**

CLIL

IMPORTANT

- **Effective Opportunities for Pupils to Use their New Language Skills Now**
- **Exposure to the Language without Requiring Extra Time in the Curriculum**, which can be of particular interest in vocational settings”. (European Commission, 2003).

CLIL

IMPORTANT

- Helps to Build **Key Competences for Lifelong Learning**



Critical Thinking, Creativity, Initiative,

Problem Solving, Risk Assessment, Decision Taking

Constructive Management of Feelings.

CLIL

IMPORTANT

These Competences



Basis for

- Taking an Active Part in Society
- for Learning throughout Life (ability to learn)

(Recommendation of the European Parliament and of the Council, 2006).

HOW CLIL WORKS

Content subjects
taught and learnt
in a language
different from
mother tongue

Knowledge of
language
As means of
the learning
content

Language
integrated
into the
broad
curriculum

HOW CLIL WORKS

- **Language seen in real-life situations**
- **Natural language development** based on other forms of learning
- **Learning improved through increased motivation.**

HOW CLIL WORKS

- **FLUENCY** ,more important than accuracy developed by using English for a variety of purposes
- **Reading** is the essential skill.

The Advantages of CLIL

helps to

- Introduce the wider cultural context
- Prepare for internationalisation
- Access Intern. Certification and enhance the school profile

The advantages of CLIL

- **Improve overall and specific language competence**
- **Prepare for future studies and / or working life**
- **Develop multilingual interests and attitudes**

The Advantages of CLIL

- Develop multilingual interests and attitudes
- Diversify methods & forms of classroom teaching and learning
- Increase learner's motivation

CLIL in the classroom

Subject teachers are able to exploit opportunities for language learning :

- through reading texts
- encouraging learners to notice language while reading
- decoding charts, graphs, etc.

CLIL in the classroom

European Integration

A peaceful Europe. The beginnings of cooperation, 1945-1959

The European Union is set up with the aim of ending the frequent and bloody wars between neighbours which culminated in the Second World War. As to 1950, the European Coal and Steel Community begins to unite European Countries economically and politically in order to secure lasting peace.....The 1950s are dominated by a cold war between east and west. Protests in Hungary against the Communist regime are put down by soviet tanks in 1956.....

CLIL in the classroom

The language to be looked at in a passage like this falls into three categories, sometimes with contaminations :

subject specific

academic

other lexis

CLIL in the classroom

Subject specific	Academic	Other language
Cooperation European Union Second World War European Coal and Steel Community “Secure lasting peace”	A peaceful Europe unite European Countries economically politically “Secure lasting peace” are dominated regime	Beginning set up with frequent bloody war lasting peace protests

CLIL in the classroom

Treatment of Lexis

- Noticing of the language by the learners
- Focus on lexis rather than grammar

CLIL in the **classroom**

- Focus on language related to the subject.
(Level and grading are unimportant)
- Pre-, while- and post-reading tasks are as appropriate in the subject context as in the language context

CLIL in the classroom

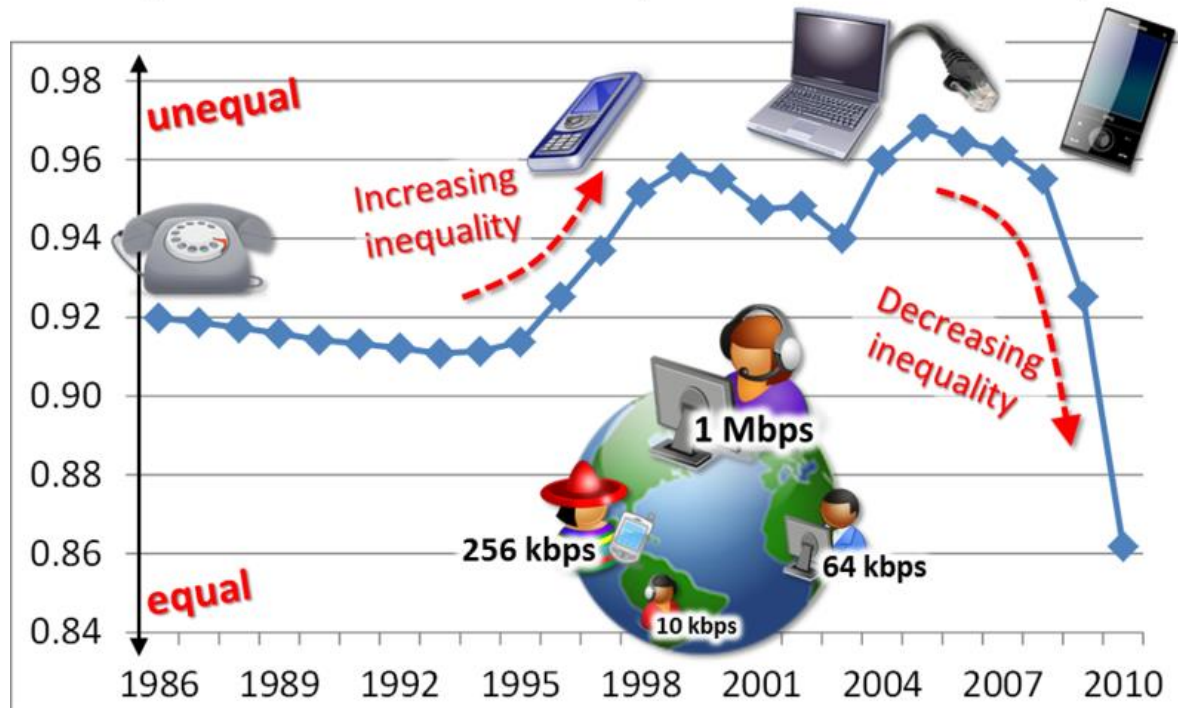
Technological Information Inequality as incessantly moving target

The distribution of information and communication
capacities between 1986 and 2010

(Journal of the Association for Information Science and Technology)

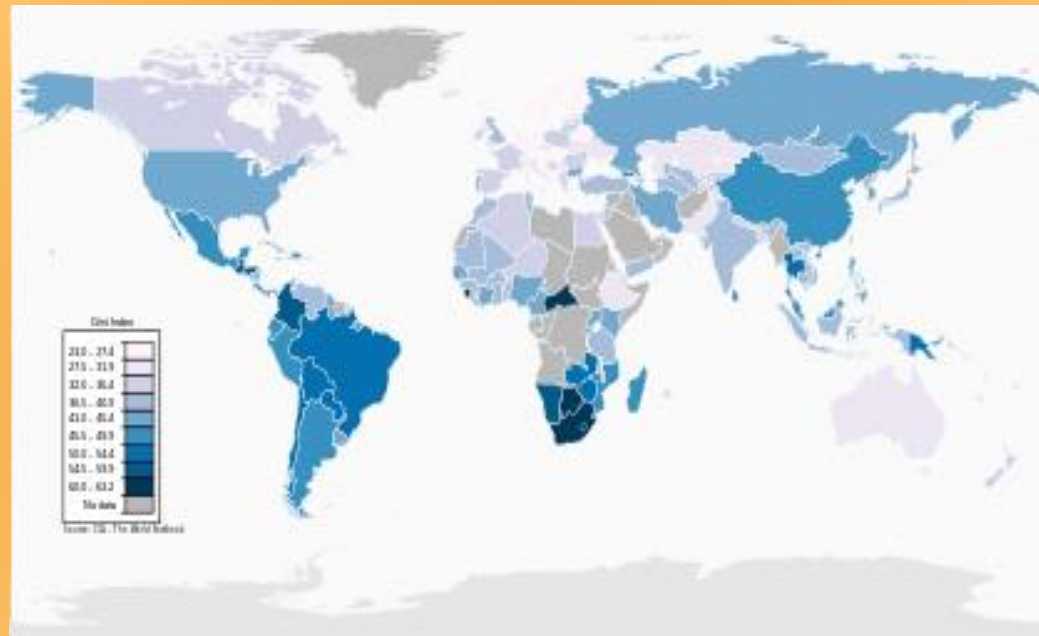
CLIL in the classroom

Gini coefficients for telecommunication capacity (in kbps) per individual worldwide (incl. inhabitants from 208 countries)

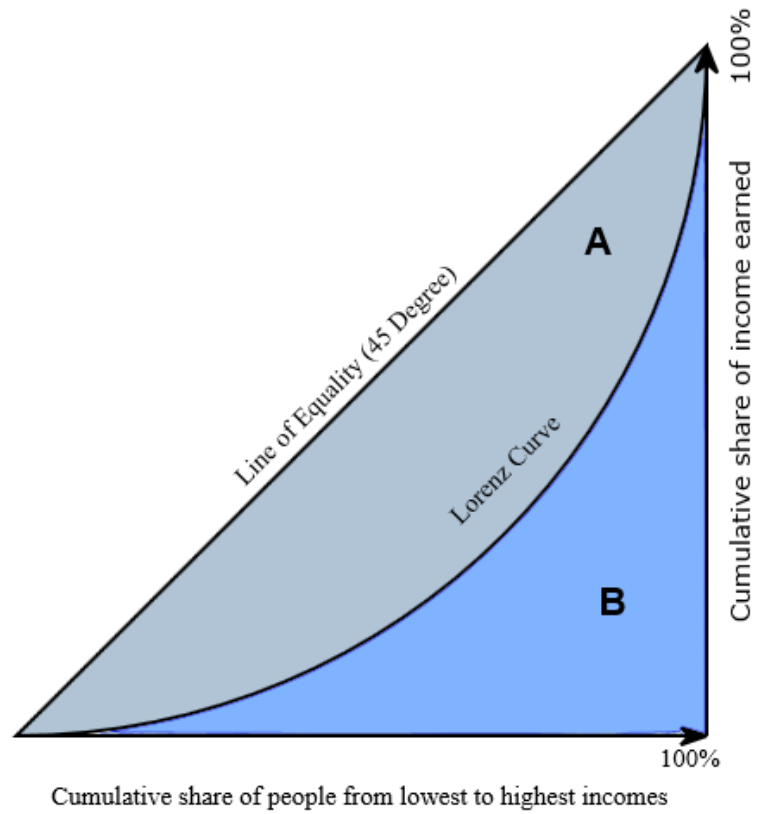


Source: Hilbert, M. (2013), Technological information inequality as an incessantly moving target: The redistribution of information and communication capacities between 1986 and 2010. *Journal of the Association for Information Science and Technology*. doi: 10.1002/asi.23020

CLIL – world map of Gini coefficient which measures inequality in the distribution of income



CLIL



CLIL in the **classroom**

Treatment of graphs

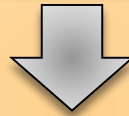
- Noticing symbols, pictures and words
- Mail Focus on non verbal language

Activities

- Look at the infographic about the redistribution of ICT
- Draw conclusions
- Present them.

The Future of CLIL

Learning a language and learning
through a language is A CONCURRENT
PROCESS



a RETHINK of the TRADITIONAL
CONCEPTS of the language classroom
and the language teacher

The Future of CLIL

Immediate Obstacles

Opposition to language teaching by subject teachers may come from language teachers themselves.

Subject teachers may be unwilling to take on the responsibility.

The lack of CLIL teacher-training programmes suggests that the majority of teachers working on bilingual programmes may be ill-equipped to do the job adequately.

The Future of CLIL

Immediate Obstacles

Little evidence to suggest that **understanding of content is not reduced by lack of language competence.**

According to current opinion **language ability can only be increased by content-based learning after a certain stage.**

The Future of CLIL

Immediate Obstacles

Lack of CLIL teacher-training programmes

Majority of teachers may be ill-equipped to do the job adequately.

The future of CLIL

Until CLIL training for teachers and materials issues are resolved,

the immediate future remains with Parallel rather than Integrated Content and Language Learning.

The future of CLIL

However, **the need for language teaching reform** in the face of Europeanisation may make **CLIL a common feature** of many European education systems in the future.

Where is CLIL Happening?

**NORTH
AMERICA**

**SPAIN,
WALES,
FRANCE**

NILE

**UK
CILT
NILE**

CILT

Where is CLIL Happening?

**MIUR
LEGGE
RIFORMA**

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piano di
formazione
docenti DNL*

ITALY

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met.
60/20CFU**