

Handout 4: CLIL (Content and Language Integrated Learning)

4 The 4Cs curriculum

In developing the rationale for introducing CLIL into the curriculum it may be helpful to consider the benefits to teachers and learners in relation to four specific dimensions:

These four dimensions (4 Cs) form a conceptual framework (Coyle 2005; revisited Coyle, Holmes, King 2008), which connects content, cognition, communication and culture. Culture and intercultural understanding lie at the core of the conceptual framework, offering the key to deeper learning and promoting social cohesion.

Content	integrating content from across the curriculum through high quality language interaction
Cognition	engaging learners through higher order thinking and knowledge processing
Communication	using language to learn and mediate ideas, thoughts and values
Culture	interpreting and understanding the significance of content and language and their contribution to identity and citizenship

CLIL National Statement and Guidelines

⁴ CLILOTE an ECML initiative through German and more recently French

⁵ Dobson, A (2005), Wiesemes, R. (2005)

⁶ The Hill Wood, Coventry in Holmes, B. (2005)

http://www.languagescompany.com/images/stories/docs/news/CLIL_National_Statement_and_Guidelines.pdf

The following descriptors summarise the essential reasons why the CLIL approach is appropriate to current curriculum reform. The reasons are classified under the overarching heading of the 4 Cs Conceptual Framework (Coyle 2005). The descriptors are produced in this format for ease of reference to support teachers in making the case for CLIL within the curriculum and may be helpful in informing discussions with senior leadership teams in schools.

Content

- CLIL provides learning contexts which are relevant to the needs and interests of learners
- CLIL supports the integration of language into the broader curriculum
- CLIL can be explicitly linked to literacy, forming conceptual and linguistic bridges across the curriculum. This should involve first and second language learning and EAL.

Cognition

- CLIL promotes learner progression in both language skills and knowledge construction
- CLIL helps to redefine the curriculum, sharpening the focus on the interconnections between cognition and communication – between language development and thinking skills.

Communication

- CLIL involves using language in the here and now to construct new knowledge and skills
- CLIL offers direct opportunities to learn through language and to make meanings that matter
- CLIL offers genuine opportunities to interact face to face and through the use of new technologies e.g. internet, video-conferencing, international projects.

Culture

- CLIL is particularly relevant in classrooms where learners bring diverse language and cultural experiences
- CLIL is an appropriate vehicle for exploring the links between language and cultural identity, examining behaviours, attitudes and values
- CLIL involves contexts and content which enrich the learners' understanding of their own culture and those of others

- CLIL strengthens intercultural understanding and promotes global citizenship.

5.3 Using language to learn/learning to use language

- CLIL involves rich input. Learners are expected to interact with language which is accessible to their existing linguistic level but which promotes linguistic progression by exposing them to a wide range of authentic, unedited resources at an appropriate level
- Learning new content through language often requires learners to find information by processing language and extracting meaning from spoken and written text which is at a higher level than the learners' current productive capability
- CLIL accelerates the development of a range of language learning strategies to support learners in working out the meaning of what they hear and read, including recognising key words and cognates, identifying high frequency structures and using prior knowledge to predict content

The CLIL approach builds on and transfers the range of reading strategies developed in literacy in English, for example, the use of contextual clues, including non-verbal features such as layout, punctuation and graphical illustrations, reading between the lines (inference), visualising and summarising main ideas.

5.4 Making meanings that matter

- There is an expectation that CLIL will involve maximum interaction in the target language within and beyond the classroom
- Learners will have frequent opportunities to use language for authentic communication with native speakers through video conferencing, classroom learning links, email exchanges, blogs, shared internet enquiry, and school international projects
- There will be content which challenges learners' thinking, stimulating the desire to interact with and through language at an appropriate level of cognitive demand
- CLIL provides motivating contexts for communication which encourage learners to use language to express thoughts, ideas and feelings which genuinely matter to them.

5.5 Progression

- In a sequence of learning there will be evidence of scaffolding in both language using and interaction with content
- Learner support will be provided in a number of forms, including speaking and writing frames, key words, guided web quests, model answers, gap texts, summaries of key points, graphs, diagrams and other visual aids
- Learners will progress in language and in the content subject. They will develop knowledge, skills and understanding and improve their capability to use language in order to construct new knowledge and develop a range of transferable and specific skills
- Learners will develop creativity and independence in language using. They will gradually take control of the language system in order to access information from a range of sources, make new meanings and impart information
- Learners will develop higher order thinking skills, demonstrating their ability to make observations, analyse, generalise and apply their skills to fresh contexts.

It can be helpful to access a range of teacher-made CLIL materials which are in English – especially those with lesson plans and teacher notes. This provides teachers with insight into how to develop bespoke materials including the pitfalls to avoid.

EAL (English as additional language) materials also provide good examples of how content may need to be restructured to take account of language levels being at a lower level than the cognitive demands of the tasks.

<http://www.onestopclil.com/>

http://www.opeko.fi/clilnetwork/englanti/about_clil.htm

<http://www.xtec.net/crle/05/aicle.htm>

<http://www.isabelperez.com/clil.htm>