Materiał stworzony i udostępniony przez Rob Kiteley (kurs metodyczny w Barcelonie).

What is CLIL ?

An Introduction


# Introducing CLIL

In pairs, discuss what you know about the following:

* 1. The meaning of CLIL
	2. The methodology in education
	3. Your experience of using CLIL as a student or teacher (if at all)


# 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.


# Interwoven

In the teaching and learning process there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time. CLIL is not a new form of language education.

It is not a new form of subject education. It is an innovative fusion of both. CLIL is closely related to and shares some elements of a range of educational practices. Some of these practices - such as bilingual education and immersion - have been in operation for decades in speciﬁc countries and contexts; others, such as content-based language teaching or English as an Additional Language (EAL), may share some basic theories and practice but are not synonymous with CLIL since there are some fundamental differences.


# Holistic

CLIL is content-driven, and this is where it both extends the experience of learning a language, and where it becomes different to existing language-teaching approaches. Throughout this course, we will clarify the evolving CLIL phenomenon by exploring core principles which permeate different applications. Whilst CLIL is ﬂexible and can be adapted to different contexts, nonetheless, for the approach to be justiﬁable and sustainable, its theoretical basis must be rigorous and transparent in practice.

The term CLIL is inclusive in that it binds together the essence of good practice found in the different environments where its principles have been adopted. It involves a range of models which can be applied in a variety of ways with diverse types of learner. Good CLIL practice is realized through methods which provide a more holistic educational experience for the learner than may otherwise be commonly achievable.


# Momentum

An additional language is often a learner's `foreign language', but it may also be a second language or some form of heritage or community language. The operational success of CLIL has been in transferability, not only across countries and continents, but also across types of school.

The educational success of CLIL is in the content- and language-learning outcomes realized in classrooms. CLIL provides pathways to learning which complement insights now emerging from interdisciplinary research within the neurosciences and education.

Because of its potential, CLIL is gaining momentum and extending as an educational approach across the world.


# Development

Links with the past and demands of the present


# CLIL in the historical context

As individuals from different language groups have lived together, some have been educated in an additional language. This is as true of Ancient Rome as it is of the increasingly multilingual societies being created through mobility and globalization in the list century.

Two thousand years ago, provision of an educational curriculum in an additional language happened as the Roman Empire expanded and absorbed Greek territory, language and culture. Families in Rome educated their children in Greek to ensure that they would have access to not only the language, but also the social and professional opportunities it would provide for them in their future lives, including living in Greek-speaking educational communities.


# Links to the past

This historical experience has been replicated across the world through the centuries, and is now particularly true of the global uptake of English language learning. What is significant here is the way in which language learning, particularly when integrated with content learning or knowledge construction, has now been opened up for a broad range of learners, not only those from privileged or otherwise elite backgrounds. In the distant past, learning content through an additional language was either limited to very specific social groups, or forced upon school populations for whom the language of instruction was a foreign language.

The recent growing interest in CLIL can be understood by examining best practice in education which suits the demands of the present day.


# Globalization

Globalization and the forces of economic and social convergence have had a signiﬁcant impact on who learns which language, at what stage in their development, and in which way. The driving forces for language learning differ according to country and region, but they share the objective of wanting to achieve the best possible results in the shortest time.

This need has often dovetailed with the need to adapt content-teaching methodologies so as to raise overall levels of proﬁciency, particularly since the introduction of global comparative measures ranking individual countries through the Programme for International Student Assessment (PISA) of the Organisation for Economic Cooperation and Development (OECD).

This need to be more adaptable and effective has led to attention being given back to cognitive processing and how learning successfully occurs.


# Cognitive Revolution

Discussion started in earnest in the 1950s with the advent of what was termed the `cognitive revolution'. Although this was largely a response to behaviourism, focus on cognition and communication became ever more significant as technologies required insight into the development of artificial intelligence. Currently, there is increasing recognition that the exploration of learning by cognitive neurosciences provides alternative insights by which to improve overall efficiency.

Correspondingly, landmark work by Bruner (b. 1915), Piaget (1896-1980), and Vygotsky (1896-1934) led to the development of socio-cultural, constructivist perspectives on learning. These perspectives have had an immense impact on educational theory and practice. Related areas such as multiple intelligences (Gardner, 1983), integration (Ackerman, 1996), learner autonomy (Holec, 1981; Gredler, 1997; Wertsch, 1997; Kukla, 2000) language awareness (Hawkins, 1984) and language-learning strategies (Oxford, 1990) all played a key role in examining ways to raise levels of curricular relevance, motivation and involvement of learners in their education. Moreover, the balance between the individual and the social learning environment has led to alternative means by which to teach and learn both content subjects and languages.

Since CLIL straddles these two different but complementary aspects of learning, parallels between general learning theories and second language acquisition (SLA) theories have to be harmonized in practice if both content learning and language learning are to be successfully achieved. In addition, over the last few years, education has been reaching new thresholds as a result of the ability not only to study behaviour and performance, but also to see inside the `learning brain'. As these different elements of learning come together, a new wave of knowledge is consolidating the position of CLIL as an educational approach in its own right


# Behaviourism

The theory that human and animal behaviour can be explained in terms of conditioning, without appeal to thoughts or feelings, and that psychological disorders are best treated by altering behaviour patterns.


# What is constructivism?

Constructivism is ‘an approach to learning that holds that people actively construct or make their own knowledge and

that reality is determined by the experiences of the learner’ (Elliott et al., 2000, p. 256).

Coining the term

The term `Content and Language Integrated Learning' (CLIL) was adopted in 1994 (Marsh, Maljers and Hartiala, 2001) within the European context to describe and further design good practice as achieved in different types of school environment where teaching and learning take place in an additional language. Schools in very different contexts across the world had been finding their own ways to enrich learning, sometimes for many years.

CLIL set out to capture and articulate that not only was there a high degree of similarity in educational methodologies, but also an equally high degree of educational success. Identifying this success was one major driver within the education professions; mainstreaming the experience for a wider general public was the other.

CLIL is an educational approach in which various language-supportive methodologies are used which lead to a dual-focused form of instruction where attention is given both to the language and the content: ...

***“Achieving this twofold aim calls for the development of a special approach to teaching in that the non-language subject is not taught in a***

***foreign language but with and through a foreign language”.***

*(Eurydice, 2006: 8)*


# Convergence

This opens up doors on an educational experience which can be very hard to achieve in a language-learning classroom. CLIL is an approach which is neither language learning nor subject learning, but a convergence of both and is linked to the processes of convergence. Convergence involves the fusion of elements which may have been previously fragmented, such as subjects in the curriculum. This is where CLIL breaks new ground.

To give a parallel example common in recent times, we can take studies on the environment. In the 1960s, Richard Buckminster Fuller (1895-1983) warned of climate change in the publication Operating Manual for Spaceship Earth (1963), and through his work on what was then called `synergetics' As a visionary and author, his articulated rationale and concerns only entered

the public consciousness very much later.


# An Example

Some 50 years on, world opinion on climate change remained divided, often because of socio-economic reasons. However, in some countries, recognition that human activity was leading to a degradation of the environment led to a need to educate young people in schools so as to both inform and, perhaps more crucially, influence behaviour.

Topics relating to the environment could already be found in chemistry, economics, geography, physics, and even psychology. Yet, as climate change became increasingly worrying, education responded to the need to influence change. This happened during the 198os and 199os through the introduction of a new subject, or set of modules, which focused on the environment.

`Environmental studies' is an example of a newly emerged `integrated' subject which can be found in schools throughout the world. In order to structure this new subject, teachers of different disciplines would have needed to climb out of their respective mindsets grounded in physics,

chemistry, geography`, psychology and so on, to explore ways of building an integrated curriculum, and to develop alternative methodologies by which to implement it.


# Learn Alternative Approaches

Such a process involves developing professional interconnectedness so as to activate forms of innovation. Pooling skills and knowledge to change existing practice can lead to alternative approaches. Climate change is a global and local phenomenon, so the increasing availability in some countries of information and communication technologies during the 1990s provided tools by which to make some of these methodologies operational.

The late 1990s meant that educational insight was firmly set on achieving a high degree of language awareness. Appropriate methodologies were to be used to attain the best possible results in a way which accommodated diverse learning styles. The impact of globalization, like climate change, was being increasingly felt in some parts of the world, especially in Europe during the period of rapid integration from 1990.

This impact highlighted the need for better language and communication educational outcomes. In order to respond, it was necessary to examine how more appropriate language teaching and learning could be achieved, and which approach might be most suitable for respective age groups. For instance, the view that the hours allocated for language teaching within the curriculum were often insufficient to produce satisfactory outcomes was one issue under frequent discussion. Interest in looking at how some language teaching could be done whilst students were learning other subjects, thus providing more exposure to the language overall, was then considered. But this was only one of the issues. Others concerned the need for better linguistic and communicative competence, more relevant methodologies, and higher levels of authenticity to increase learner motivation.

This attention given to the need for improved learning results was also found in other subject areas within the curriculum.


# CLIL in the Knowledge Age

As with the development of environmental sciences, CLIL developed as an innovative form of education in response to the

demands and expectations of the modern age. Input from different academic fields has contributed to the recognition of this approach to educational practice. In an age characterized by `quick fix' solutions, however, which may or may not lead to any form of sustainable outcomes, it is important to contextualise CLIL historically. CLIL is not merely a convenient response to the challenges posed by rapid globalization; rather, it is a solution which is timely, which is in harmony with broader social perspectives, and which has proved effective.

Fragmentation was very much a characteristic of the Industrial Age. Power blocks such as countries, societies and even educational systems operated according to territory, borders and boundaries. The Industrial Age was marked by strategies of position and physically based resources. But

globalization and the emergence of the new technologies have moved us into a new era, the Knowledge Age. This has resulted in sweeping changes in how societies, and the educational systems that serve them, operate. In the Knowledge Age, the two main strategies are of movement and unlimited resources, because of the significance of ideas, creativity and intelligence. It is hardly surprising that such a seismic change in global culture pressurizes change within educational systems. Integration, convergence and participative learning are three key characteristics of Knowledge Age organizations which are influencing decisions on what, and how, we teach young people.


# The Knowledge Triangle

The key performance drivers of the Knowledge Age society are commonly cited as the `Knowledge Triangle'. This triangle integrates education, research and innovation, which are the core features for managing successful change and adaptation. These are also core issues influencing how we can reshape the ways in which we teach languages. CLIL is the ultimate communicative methodology, if we look at one of the major differences between the communicative language teaching movement in the 1980s and the emergence of CLIL in the 1990s. Communicative language teaching was one step towards providing a more holistic way of teaching and learning languages, but for various reasons, especially relating to authenticity, has been insufficient in realizing the high level of authenticity of purpose which can be achieved through CLIL.

Much CLIL classroom practice involves the learners being active participants in developing their potential for acquiring knowledge and skills (education) through a process of inquiry (research) and by using complex cognitive processes and means for problem solving (innovation). When the teacher pulls back from being the donor of knowledge and becomes the facilitator, as is often found in CLIL practice, forces are unleashed which empower learners to acquire knowledge whilst actively engaging with it.

CLIL can provide a learning environment which far surpasses language learning. So, whereas in one situation the language may be the dominant focus, in another it may be the content, but in each there is a fusion resulting from the methodologies which can lead to positive educational outcomes. What separates CLIL from some established approaches such as content-based language learning, or forms of bilingual education, is the planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice.


# What are the driving forces behind CLIL?

There are two major reasons which underpin the interest in CLIL within a specific country or region. These involve reactive (responding to

situations) and proactive (creating situations) responses to challenges or problems.


# Reactive Reasons

There are countries in the world where the language of instruction is foreign to the majority of the learners in schools and colleges. An official language may be adopted as the medium of instruction for some part of schooling, often at secondary level, which acts as a language of national Unity.

This is typical in some countries in sub-Saharan Africa. For example, Mozambique, which has some 20 distinct first languages, has adopted Portuguese, as has Angola. Tanzania and Ethiopia, likewise having a mosaic of languages amongst their populations, have adopted English. In the past, both South Africa and Namibia adopted Afrikaans, before widely switching to English. Even though there are some 2,000 languages in Africa, three languages are commonplace as medium of instruction: English, French and Portuguese.

In Mozambique, about six per cent of citizens view Portuguese as their first language, and it is estimated that some 27 per cent can speak or

otherwise understand the language (Benson, 2002). Figures like these invite the question of how children and young people manage in their school years when the language of instruction may be far removed from their life experience. An educational language policy, as found in Mozambique, may

be one reason why school wastage is sometimes huge. In South Africa alone it is estimated that some 75 per cent of children fail school (Heugh, 2000), and part of the reason for this is widely attributed to language issues and not adapting classroom methodologies to the demands of learning through an additional language.


# Reactive Reasons (2)

Considering that human competence-building is critical for the social and economic development of any country, such figures make alarming reading. In terms of language policy, the issue is whether the medium of instruction is instrumental in weakening educational development. Language policy needs to be implemented with language pragmatism and CLIL emerges as one solution for achieving this in different countries.

Language problems are by no means exclusive to some continents. The sub-Saharan cases here are extreme examples, but there are many challenges found elsewhere in relation to nurturing minority or threatened languages, or accommodating the needs of migrant children who have low fluency in the major language of instruction. Recent changes in European classroom demographics resulting from migration is one example.

If a country is to convert a language problem into language potential then solutions have to be identified which are workable in the classroom. Regardless of policy decisions, it is the social microcosm of the classroom, and learning practice, which reflect the successes or failures of the community as a whole.

CLIL plays a role in providing a pragmatic response towards overcoming linguistic shortcomings, and in promoting equal access to education for all school-aged students, including those with additional support needs. In the reactive scenario, the problem of medium of instruction is recognised, and followed by methodological and curricula adjustment. Methodologies, sometimes called language-supportive, or language-sensitive, can be introduced for the teaching of subjects across the curriculum. This means that all teachers need to take responsibility for language development through a dual focus when teaching other subjects. The type of approach may differ, but any language burden on children or students can be alleviated if CLIL methodologies are embedded in teaching and learning.


# Proactive Reasons

Proactively identifying solutions by which to enhance language learning, or some other aspect of educational, social or personal development, is the other major reason why attention is given to forms of CLIL.

For example, French immersion in Canada was developed to strengthen bilingualism in the country. Accounts differ as to why it became so popular so quickly, but it is reasonable to assume that this was due to a simultaneous grassroots and top-down pressure.

At the grassroots, there was frustration at the failure of traditional French language teaching, which led parents to support the 1965 introduction of immersion in a school (St Lambert) in Quebec.


# The Example of Canada

However, at a higher socio-political level, Canadian society was experiencing pressure for change. In July 1967, Charles de Gaulle made his infamous statement `Vive le Quebec libre', which resulted in heated political debate throughout the country.

This was followed, in 1968, by the appointment of Pierre Trudeau as Prime Minister. He sought to preserve national unity, especially between French and English speakers. This led to the Official Languages Act which resulted in Canada having two official languages and the right for anyone to use either of these languages anywhere in the country. One single overarching reason that immersion received so much support and attention was a proactive need to strengthen national unity.

Thus immersion in schools served as a pragmatic response to a linguistic and cultural problem.


# The Example of the European Union

Another example is Europe, where discussion on economic unity during the 1950s included focus on language policies, and the need for greater levels of multilingualism. In 1958, a European Economic Community regulation (EEC, 1958) determined which languages would be official within the newly forming union of separate countries. From this point it was clear that the new Europe would be a plurilingual entity, and that educational systems would need to make greater efforts to provide language education for more young people.

In 1976, the European Education Council (EC, 1976) listed language-learning objectives and argued for the promotion of language teaching outside the traditional school systems. Then, in 1978, the European Commission made a proposal to the member states (EC, 1978) that encouraged teaching in schools through the medium of more than one language. This was a landmark point which acted as a catalyst for the development of CLIL across the continent.

In 1984, the European Parliament questioned weaknesses in languages education, and this was followed in the same year by the Education Council, which accepted that there was a need to give greater impetus to the teaching and learning of foreign languages (EP, 1984). From that year on, there were a range of declarations and statements made about the need to explore alternative paths in language education. In addition, as with Canadian immersion, finance was invested in projects which led to the development of practical educational solutions such as CLIL.

From 1990 onwards, CLIL became increasingly prioritised within the European Union as a major educational initiative (Eurydice, 2006), culminating in the 2005 European Council recommendations that CLIL should be adopted throughout the entire European Union (EC, 2005).


# Implementation

In 2006, the first statistical study on where and how CLIL was being implemented in Europe was published (Eurydice, 2006). It was now clear that, since the launch of the term in 1994, there had been exponential uptake of CLIL across countries. This was due to four simultaneous major proactive forces: families wanting their children to have some competence in at least one foreign language; governments wanting to improve languages education for socio-economic advantage; at the supranational level, the European Commission wanting to lay the foundation for greater inclusion and economic strength; and finally, at the educational level, language experts seeing the potential of further integrating languages education with that of

other subjects.

Looking beyond Europe, changes in the world economy mean that several large countries (Brazil, Russia, India and China) have encountered rapid growth as their economies have become interconnected with others around the world. This is one aspect of globalization which results in a reconfiguration of territory so that enterprises become increasingly networked and dependent on others which may be physically distant. These major countries and their increasingly borderless economic global dependency means that communication and the ability to use a *lingua franca* is becoming a prerequisite for individual success.


# Lingua Franca

A language used as a form of communication between two groups who do not speak the same native language. ... “Lingua franca” literally translates to “**language of the Franks”**, where “Franks” refers to any Western Europeans

during the time of the Byzantine Empire.

Across the World

There are also other countries such as Malaysia, Singapore and Thailand, which are in the outer economic circles of substantial change, but which also wish to attract various forms of work which is outsourced and which often requires an English

language-proficient workforce.

Whilst it must be stressed that CLIL is not synonymous with English language learning and teaching, the potentially huge global demand for learning English means that it is a popular vehicular language in non-Anglophone areas. There is considerable interest in `learning content subjects through English' being shown in those countries where it is a vehicular language. It is likely, but not yet sufficiently documented, that such countries will explore which methodologies best suit education where children learn through English as a foreign or second language. Thus CLIL may be increasingly adopted as a proactive means by which to maximize the potential for success.

However, whilst for many countries English is the targeted medium, there are other countries, including Anglophone countries, where the vehicular language is not English. Obvious examples include the Canadian immersion movement in French, Basque trilingual programmes involving a heritage language, and CLIL in the UK, where French, German and Spanish are promoted.


# Discuss

How could CLIL be relevant and useful for teachers?


# Relevance for Teachers

The forces of global change, converging technologies and adaptability to the subsequent Knowledge Age present challenges for education. And within education as a whole, they present challenges for the teaching and learning of additional languages. This is true for the learning of English globally, and for the learning of regional, minority and heritage languages in different parts of the world.

As we have previously pointed out, CLIL is not exclusive to the promotion of English as a world language but is embedded in the

socio-economic, political and cultural traditions of different nations. For example, some parts of the world such as Australia promote LOTE (Languages Other Than English), where CLIL vehicular languages include Asian, European and heritage languages.

In border areas such as between France and Germany, the CLIL language might focus on mutual sharing of both languages. However, we believe that CLIL as a promoter of LOTE has yet to reach its potential in the global arena and may not do so until after the `saturation' of English as the CLIL medium. Pioneering work using a wide range of languages is gaining momentum and making a crucial contribution

to developing CLIL pedagogies - especially in Anglophone countries.


# The Generational Change

One change brought about by the new technologies and lifestyle change concerns the learners' mindset. Generation Y (1980-1995) and Generation C (also known as Generation Z, 1995-2015) have been and are being increasingly exposed to advanced technology at a very young age in the form of game consoles, mobile communication and entertainment devices,

personal computers, the Internet and so on. Such technology may be harder for older generations to adapt to, they having been brought up with different thinking conventions; but young people growing up with this technology are prone to developing a mindset to which educators need to respond. This has been described as a desire to `learn as you use, use as you learn' and differs from the older experience of `learn now for use later'.


# Transformation

Much education is still locked into the second of these adages, which may well continue to be necessary in certain respects. But educational practice always needs to adapt to the cultural demands of those involved - learners, teachers and communities.

Integration has become a key concept in the modern age, alongside immediacy of purpose. Both of these reflect the experience of increasing numbers of young people, and are accommodated within the CLIL educational approach.

Socio-economic change is happening now at a faster pace overall than may have been experienced in the past. Although some countries have undergone very rapid change because of forms of specific pressure, new technologies are also bringing about transformations throughout the world.


# A Total Shift

This means that educational systems also need to adapt even more swiftly than they have done in the past. Some would argue that education tends to adapt slowly, and that, for instance, to change educational practice in the classroom can take some 15-20 years to achieve.

If we put this into the context of technological and subsequent lifestyle change, we can see how this is too long a period in a world undergoing rapid transition. It took 40 years for the radio to reach an audience of 50 million, 20 years for the fax machine to reach some ten million customers, under ten years for the mobile phone, and some five years for the Internet.

The acceleration of new technologies is having an impact on the lives and aspirations of many people now on an unprecedented scale. Globalisation is not incidental to our lives today. It is a shift in our very life circumstances' (Giddens, 1999), and this means that better access to language learning, and learning methods for accelerating performance, are now crucial in many communities.


# Discuss

Why is CLIL relevant to the teaching profession?


## Why is CLIL relevant to the teaching profession?

Putting aside the often-cited advantages which a CLIL approach offers - such as enabling learners to access subject-specific vehicular language terminology, or otherwise preparing them for future studies and/or working life - there is the issue of advancing a learner's cognitive development. The ability to think in different languages, even if to a modest extent, can have a

positive impact on content learning (Marsh, 2009). The need to regenerate content teaching so that it closely fits the requirements of the modern age has been closely linked to the `learning brain' (CERI, 2007). To achieve this, the content teacher will need to adapt subject-specific methods so as to accommodate the additional language focus. This does not mean adopting

the role of a language teacher. What it does is to open doors on alternative ways of using methodologies which can be rewarding for both the teacher and learners.


# Motivation

From this perspective, CLIL not only promotes linguistic competence, it also serves to stimulate cognitive flexibility. Different thinking horizons and pathways which result from CLIL, and the effective constructivist educational practice it promotes, can also have an impact on conceptualization (literally, how we think), enriching the understanding of concepts, and broadening conceptual mapping resources. This enables better association of different concepts and helps the learner advance towards a more sophisticated level of learning in general.

Motivation is also an issue. If a learner participates voluntarily in learning through the medium of an additional language, it can enhance overall motivation towards the subject itself. There are many reasons why this might occur in a specific context, but it is clear that there are benefits, both cognitive and motivational, which can enhance content learning, and the position of the content teacher.


# Authentic

We have already highlighted the importance of authenticity and relevance as key to successful learning. It is challenging for language teachers to achieve appropriate levels of authenticity in the classroom. For example, even if `authentic' texts are used, and the subject matter is highly relevant to the lives of the learners, the predominant reason for these texts being in the lesson remains language learning.

And when this is measured by tests which assess the learner often according to grammatical correctness, then the real focus of the lesson will be language itself. If this type of learning takes place alongside forms of CLIL, then the learner is exposed to two complementary experiences, one of which involves primarily language learning, and the other, language acquisition.

There is now greater understanding of the differences between `acquiring' and `learning' languages. Interest in early language learning has been influenced by the view that children adapt well to learning languages if it is integrated into other types of learning and carried out in a ‘naturalistic’ environment.


# Overlap

This is typical of much good practice at primary level. But in our education systems, older children and adults are often taught languages in language-learning classrooms through the use of a textbook (although digital technology is increasingly being used to supplement this).

The amount of time dedicated to language learning is often constrained because of pressure from other subjects within a curriculum. Successful language learning can be achieved when people have the opportunity to receive instruction, and at the same time experience real-life situations in which they can acquire the language more naturalistically. Learning, for example, a topic from geography through the vehicular language, in a cognitively supported way, can help achieve a comparable sense of greater authenticity.

The idea of successfully learning content in an additional language may appear counter-intuitive to parents and young people themselves, and greater understanding depends on recognizing the subtle overlap between language learning (intentional) and language acquisition (incidental).


# Nuts and Bolts

The language classroom is essential for the learner to understand the `nuts and bolts' of language - the grammar, vocabulary and so on. But there is rarely enough time in the classroom for the language teacher to go beyond this essential part of the learning process. Learners need time to build things with these `nuts and bolts' - to put into practice the things which they see in

theory on paper.

CLIL can offer learners of any age a natural situation for language development which builds on other forms of learning. This natural use of language can boost a learner's motivation towards, and hunger for, learning languages: It is this naturalness which appears to be one of the major platforms for CLIL's importance and success in relation to both language and other subject learning'.


# A New Dawn

A new age has dawned in additional language teaching methodology which directly reflects wider changes in the world. In the corresponding seachange in educational philosophy, CLIL presents an opportunity and a threat to accepted language teaching practice. As with immersion, formal language instruction remains integral to most CLIL models. But for this to be synchronous to subject teaching through an additional language, curricular and methodological adjustment is often required. The extra exposure to the language, methods used, and attitudes of learners towards the language, can enhance language teaching and learning for the benefit of all. This offers an opportunity for language teachers to regenerate their profession.

We have seen that there are many factors which led to its introduction, and also that, because it involves the integration of content and language, it is not solely a form of language learning. It is an educational approach which is content-driven, and this is a fundamental reason why it has emerged as an educational phenomenon which complements both content and language learning, and is within the domain of each. CLIL is not simply education in an additional language; it is education through an additional language based on connected pedagogies and using contextual methodologies which we will explore further.

# Recommended Reading

Ackerman, E. (1996) `Perspective-taking and object construction: Two keys to learning, in Kafai, Y. and Resnick, M. (eds.) (1996) Constructionism

in Practice: Designing Thinking and Learning in a Digital World, Mahwah, NJ: Lawrence Erlbaum Associates, pp25-32.

Benson, C. (2002) PASE, Assessment in the Primary School in Mozambique: Looking Back, Looking Forward, Maputo: INDE. Broadbent, D. E. (1958) Perception and Communication, Oxford: Pergamon.

Buckminster Fuller, R. (1963) Operating Manual for Spaceship Earth, Santa Barbara: Buckminster Fuller Institute.

CERI (2007) Understanding the Brain: The Birth of a Learning Science, Paris: OECD.

Coyle, D. (2002) 'Against all odds: Lessons from Content and Language Integrated Learning in English secondary schools', in Daniel, W. C.

and Jones, G. M. (eds.) (2002) Education and Society in Plurilingual Contexts, Brussels: Brussels University Press, pp37-55.

Doidge, N. (2007) The Brain that Changes Itself, London: Penguin. EC (1976) Education Council Resolution 9 February, Brussels: EC. EC (1978) European Commission Proposal June, Brussels: EC. EC (2005) European Council of the European Union, EDUC 69 Resolution, Brussels: EC.

EEC (1958) European Economic Community Regulation 1 June, Brussels: EC.

EP (1984) Resolution April, Brussels: EP.

EURAB (2007) Energising Europe's Knowledge Triangle of Research, Education and Innovation through the Structural Funds. EURAB 07.010, Brussels: EC.

Eurydice (2006) Content and Language Integrated Learning (CLIL) at School in Europe, Brussels: Eurydice.

Gardner, H. (1983) Frames of Mind: The Theory of Multiple Intelligences, New York: Basic Books.

Giddens, A. (1999) Globalisation. Reith Lecture i, London: BBC. Graddol, D. (2006) English Next, London: British Council.

Gredler, M. E. (1997) Learning and Instruction: Theory into Practice, Upper Saddle River, NJ: Prentice Hall.

Hawkins, E. (1984) Awareness of Language: An Introduction, Cambridge: Cambridge University Press.

Heugh, K. (2000) The Case against Bilingual Education and Multilingual Education in South Africa, Cape Town: PRAESA.

Holec, H. (1981) Autonomy and Foreign Language Learning, Oxford: Pergamon.

Kukla, A. (2000) Social Constructivism and the Philosophy of Science, London: Routledge.

Marsh, D. (2000) 'An introduction to CLIL for parents and young people', in Marsh, D. and Lange, G. (eds.) (2000) Using Languages to Learn and Learning to Use Languages, Jyvaskyla: University of Jyvaskyla.

Marsh, D. (ed.) (2009) Report by the Core Scientiﬁc Research Team, Study on the Contribution of Multilingualism to Creativity,

EACEA/2007/3995/2, Brussels: European Commission.

Marsh, D., Maljers, A. and Hartiala, A-K. (2001) Proﬁling European CLIL Classrooms, Jyvaskyla: University of Jyvaskyla.

Oxford, R. L. (1990) Language Learning Strategies: What Every Teacher Should Know, New York: Harper and Row / Newbury House.

PISA, OECD, [Online]. Available at: [www.pisa.oecd.org](http://www.pisa.oecd.org/) [Accessed 18 March 2009].

Tokuhama-Espinosa, T. (2008) Living Languages: Multilingualism Across the Lifespan, Westport: Praeger.

Wertsch, J. V. (1997) Sociocultural Studies of Mind, Cambridge: Cambridge University Press.


# Task

In pairs please discuss an innovative way in which CLIL could be used in your classrooms?

Share your ideas with the rest of the class.

3. Constructivism as a theory for teaching and learning

What is constructivism?

Constructivism is ‘an approach to learning that holds that people actively construct or make their own knowledge and

that reality is determined by the experiences of the learner’ (Elliott et al., 2000, p. 256).

In elaborating constructivists’ ideas Arends (1998) states that constructivism believes in personal construction of meaning by the learner through experience, and that meaning is influenced by the interaction of prior

knowledge and new events.


# Question

What are the principles of

constructivism?

## Knowledge is constructed, rather than innate, or passively absorbed

Constructivism's central idea is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning.

This prior knowledge influences what new or modified knowledge an individual will construct from new learning experiences (Phillips, 1995).

Learning is an active process

The second notion is that learning is an active rather than a passive process.

The passive view of teaching views the learner as ‘an empty vessel’ to be filled with knowledge, whereas constructivism states that learners construct meaning only through active engagement with the world (such as

experiments or real-world problem solving).

Information may be passively received, but understanding cannot be, for it must come from making

meaningful connections between prior knowledge, new knowledge, and the processes involved in learning.

All knowledge is socially constructed

Learning is a social activity - it is something we do together, in interaction with each other, rather than an

abstract concept (Dewey, 1938).

For example, Vygotsky (1978), believed that community plays a central role in the process of "making meaning." For Vygotsky, the environment in which children grow up will influence how they think and what

they think about.

Thus, all teaching and learning is a matter of sharing and negotiating socially constituted knowledge.

For example, Vygotsky (1978) states cognitive development stems from social interactions from guided

learning within the zone of proximal development as children and their partner's co-construct knowledge.

All knowledge is personal

Each individual learner has a distinctive point of view, based on existing knowledge and values.

This means that same lesson, teaching or activity may result in different learning by each pupil, as their subjective interpretations differ.

This principle appears to contradict the view the knowledge is socially constructed.

Fox (2001, p. 30) argues (a) that although individuals have their own personal history of learning, nevertheless they can share in common knowledge, and (b) that although education is a social process, powerfully influenced by cultural factors, nevertheless cultures are made up of sub- cultures, even to the point of being composed of sub-cultures of one. Cultures and their knowledge-base are constantly in a process of change and the knowledge stored by individuals is not a rigid copy of some socially constructed template. In learning a culture, each child changes that culture.

Learning exists in the mind

The constructivist theory posits that knowledge can only exist within the human mind, and that it does not

have to match any real world reality (Driscoll, 2000).

Learners will be constantly trying to develop their own individual mental model of the real world from their

perceptions of that world.

As they perceive each new experience, learners will continually update their own mental models to reflect the

new information, and will, therefore, construct their own interpretation of reality.

What are the three main types of constructivism?

Typically, this continuum is divided into three broad categories: Cognitive constructivism based on the work of Jean Piaget, social constructivism based on the work of Lev Vygotsky, and radical constructivism.

According to the GSI Teaching and Resource Center (2015, p.5):

Cognitive constructivism states knowledge is something that is actively constructed by learners based on their existing cognitive structures. Therefore, learning is relative to their stage of cognitive development.

Cognitivist teaching methods aim to assist students in assimilating new information to existing knowledge, and enabling them to make the appropriate modifications to their existing intellectual framework to accommodate that information.

According to social constructivism learning is a collaborative process, and knowledge develops from individuals' interactions with their culture and society. Social constructivism was developed by Lev Vygotsky (1978, p. 57) who suggested that,

Every function in the child's cultural development appears twice: first, on the social level and, later on, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological).

The notion of radical constructivism was developed by Ernst von Glasersfeld (1974) and states that all knowledge is constructed rather than perceived through senses.

Learners construct new knowledge on the foundations of their existing knowledge. However, radical constructivism states that the knowledge individuals create tells us nothing about reality, and only helps us to function in your environment. Thus, knowledge is invented not discovered.

The humanly constructed reality is all the time being modified and interacting to fit ontological reality, although it can never give a ‘true picture’ of it. (Ernest, 1994, p. 8)

Constructivist approaches to teaching

Constructivist learning theory underpins a variety of student-centered teaching methods and techniques which contrast with traditional education, whereby knowledge is simply passively

transmitted by teachers to students.

A constructivist classroom?

The primary responsibility of the teacher is to create a collaborative problem-solving environment where students become active participants in their own learning.

From this perspective, a teacher acts as a facilitator of learning rather than an instructor.

The teacher makes sure he/she understands the students' pre-existing conceptions, and guides the activity to address them and then build on them (Oliver, 2000).

Scaffolding is a key feature of effective teaching, where the adult continually adjusts the level of his or her help in response to the learner's level of performance.

In the classroom, scaffolding can include modeling a skill, providing hints or cues, and adapting material or activity (Copple & Bredekamp, 2009).

Features of a constructivist classroom?

Tam (2000) lists the following four basic characteristics of constructivist learning environments, which must be considered when implementing constructivist teaching strategies:

1) Knowledge will be shared between teachers and students.

2) Teachers and students will share authority.

3) The teacher's role is one of a facilitator or guide.

4) Learning groups will consist of small numbers of heterogeneous students.

Traditional Classroom

Strict adherence to a fixed curriculum is highly valued.

Pursuit of student questions and interests is valued.

Learning is based on repetition.

Teacher-centered.

Teachers disseminate information to students; students are recipients of knowledge (passive learning).

Teacher's role is directive, rooted in authority.

Students work primarily alone (competitive).

Constructivist Classroom

Pursuit of student questions and interests is valued.

Learning is interactive, building on what the student already knows.

Student-centered.

Teachers have a dialogue with students, helping students construct their own knowledge (active learning).

Teacher's role is interactive, rooted in negotiation.

Students work primarily in groups (cooperative).

## What are the pedagogical (i.e. teaching) goals of constructivist classrooms?

Honebein (1996) summarizes the seven pedagogical goals of constructivist learning environments:

1. To provide experience with the knowledge construction process (students determine how they will learn).
2. To provide experience in and appreciation for multiple perspectives (evaluation of alternative solutions).
3. To embed learning in realistic contexts (authentic tasks).
4. To encourage ownership and a voice in the learning process (student centered learning).
5. To embed learning in social experience (collaboration).
6. To encourage the use of multiple modes of representation, (video, audio text, etc.)
7. To encourage awareness of the knowledge construction process (reﬂection, metacognition).

## Brooks and Brooks (1993) list twelve descriptors of constructivist teaching behaviors:

* 1. Encourage and accept student autonomy and initiative.
	2. Use raw data and primary sources, along with manipulative, interactive, and physical materials.
	3. When framing tasks, use cognitive terminology such as “classify,” analyze,” “predict,” and “create”.
	4. Allow student responses to drive lessons, shift instructional strategies, and alter content.
	5. Inquire about students’ understandings of the concepts before sharing [your] own understandings of those concepts.
	6. Encourage students to engage in dialogue, both with the teacher and with one another.
	7. Encourage student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other.
	8. Seek elaboration of students’ initial responses.
	9. Engage students in experiences that might engender contradictions to their initial hypotheses and then encourage discussion.
	10. Allow wait time after posing questions.
	11. Provide time for students to construct relationships and create metaphors.
	12. Nurture students’ natural curiosity through frequent use of the learning cycle model.


# Weaknesses

Its lack of structure. Some students require highly structured learning environments to be able to reach their potential.

It also removes grading in the traditional way and instead places more value on students evaluating their own progress, which may lead to students falling behind, as without standardized grading teachers may not know which students are struggling.

In pairs, talk about any other weaknesses you can think of?


# The End.

Thank you for listening and for participating in today’s CLIL for teachers course.

See you tomorrow.


# Strengths

Constructivism promotes a sense of personal agency as students have ownership of their learning and assessment.

In pairs, discuss any more strengths you can think of?