

# CLIL Training: The role of language in the classroom

## Session 1a



## Goal

to describe the features of a plurilingual and translingual classroom where learning is action-oriented and received, produced, interacted with and mediated in various ways.

## Consider this statement



**“All teachers, are  
teachers of language”**

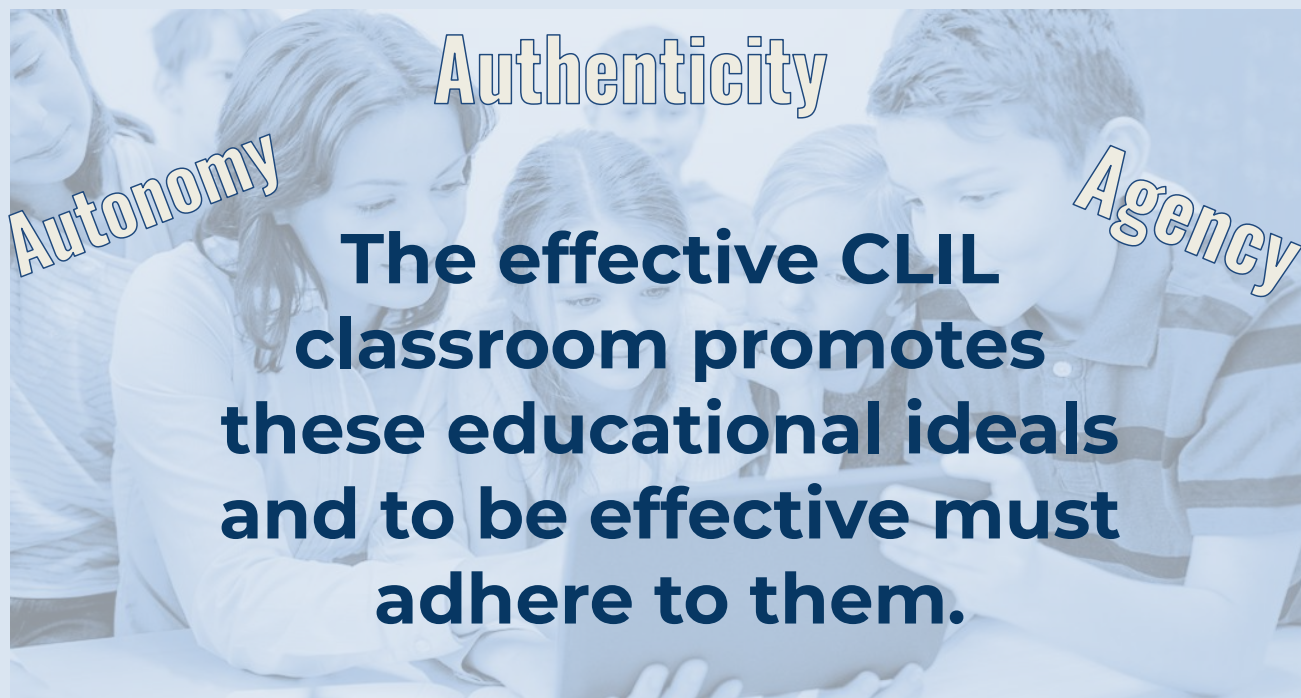
## The 3As: autonomy, authenticity and agency



# The 3As: autonomy, authenticity and agency

	Autonomy	Authenticity	Agency
Student			
Teacher			

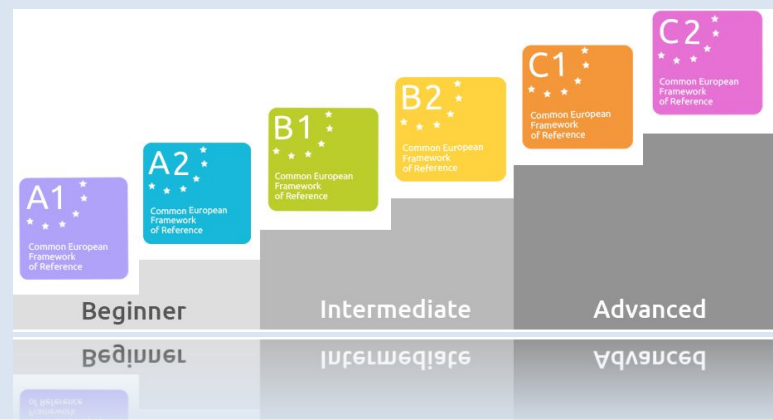
## The 3As: autonomy, authenticity and agency



# CEFR & CLIL

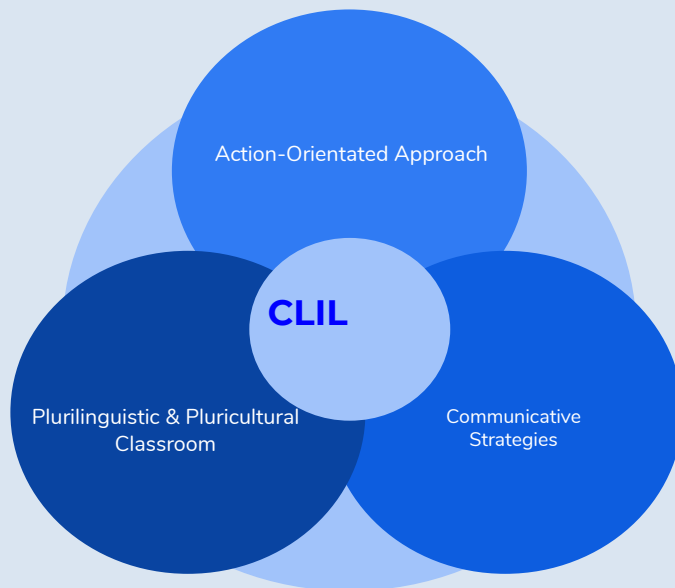
**Common European Framework of Reference** for language competency is a document that allows speakers to measure their ability to use a language in different circumstances.

The framework is based on a premise of **communication/understanding and fluency** rather than accuracy and precision.



The CEFR is useful for CLIL practitioners because it helps us to understand what students are able to do linguistically so that this might inform our planning of CLIL-based lessons e.g. tasks we use, classroom language we use, delivery of instructions, assessment-tasks

# CEFR & CLIL



# Action-Orientated

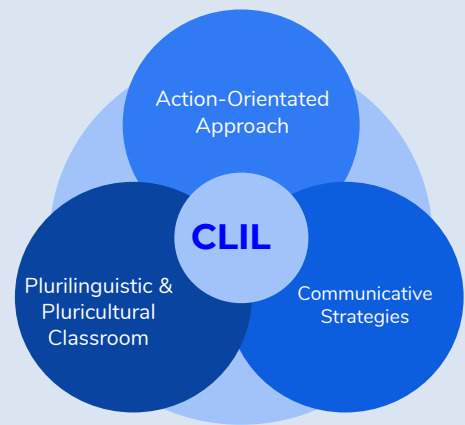
“Move away from linear progression through language structures, or set of notions and functions, towards syllabuses based on needs analysis, orientated towards real-life tasks and constructed around purposefully selected notions and functions.”

“Focuses on a ‘Can do’ descriptors rather than deficiencies”

“Focuses on real world communicative needs”

“The CEFR helps examiners recognise what users/learners can do and need to be able to do.”

(CEFR Companion Volume, pg 26)



## CLIL Classroom

- ❑ *real-life language use*
- ❑ *doesn't follow linear language structure necessarily*
- ❑ *focused on communication*
- ❑ *we recognise performance - what students can do.*

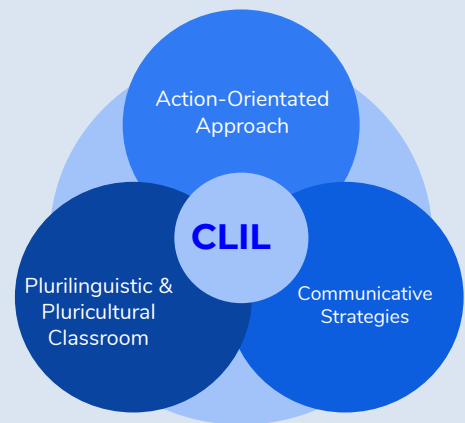
# Plurilingualism

“the dynamic and developing linguistic repertoire of an individual user/learner”

“Uneven and changing competence”



“However...plurilingualism have a single, inter-related, repertoire that they combine with their general competences and various strategies in order to accomplish tasks”


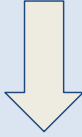




## CLIL Classroom

- ❑ *students have more than one language*
- ❑ *all languages are welcome in CLIL classroom*
- ❑ *all challenges are needed to complete tasks*
- ❑ *the language of instruction is the ultimate aim*



# Communicative Strategies

Listening	Speaking	Reading	Writing
			
Reception	Production	Interaction	Mediation
How do we receive knowledge?	How do we produce knowledge?	How do we interact with knowledge?	How do we create our own meaning from a text?
What knowledge do we receive?	What knowledge do we produce?	What types of interaction do we have?	What meaning do we create?

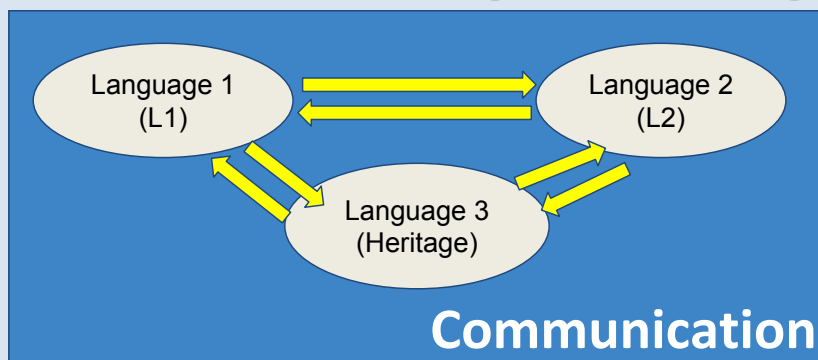


## CLIL Classroom

- *planning should involve a variety of these strategies*
- *they should be aligned with cognitive frameworks (e.g. Bloom's)*

## Which language is allowed?

# translanguaging



In order to avoid a breakdown in communication, we should advocate a 'blended instruction' that is not systematic but more 'spontaneous, impromptu and momentary'.

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Regulative  
Language

Instructional  
Language

**How do these differ in  
our MFL classrooms?**

Regulative  
Language

Instructional  
Language

CLIL teaching will require a shift wherein we aspire to use both regulative and instructional language via the L2.

Nonetheless, flexibility will need to be expected with regards to student language use. We should permit the use of L1 to ensure understanding but praise the use of the L2 to foster confidence and encourage further usage.

# Goal

to describe the features of a plurlingual and translingual classroom where learning is action-oriented and received, produced, interacted with and mediated in various ways.

# WRITE - DRAW - ACT

Post-Primary Languages Initiative  
Diversifying, enhancing and expanding the  
teaching and learning of foreign languages