

# CLIL Training: The ‘*What? Where? Why?*’

## Session 1b



## Goal

to describe how the CLIL approach differs  
to traditional MFL teaching.

to determine areas of potential  
development for your CLIL practice

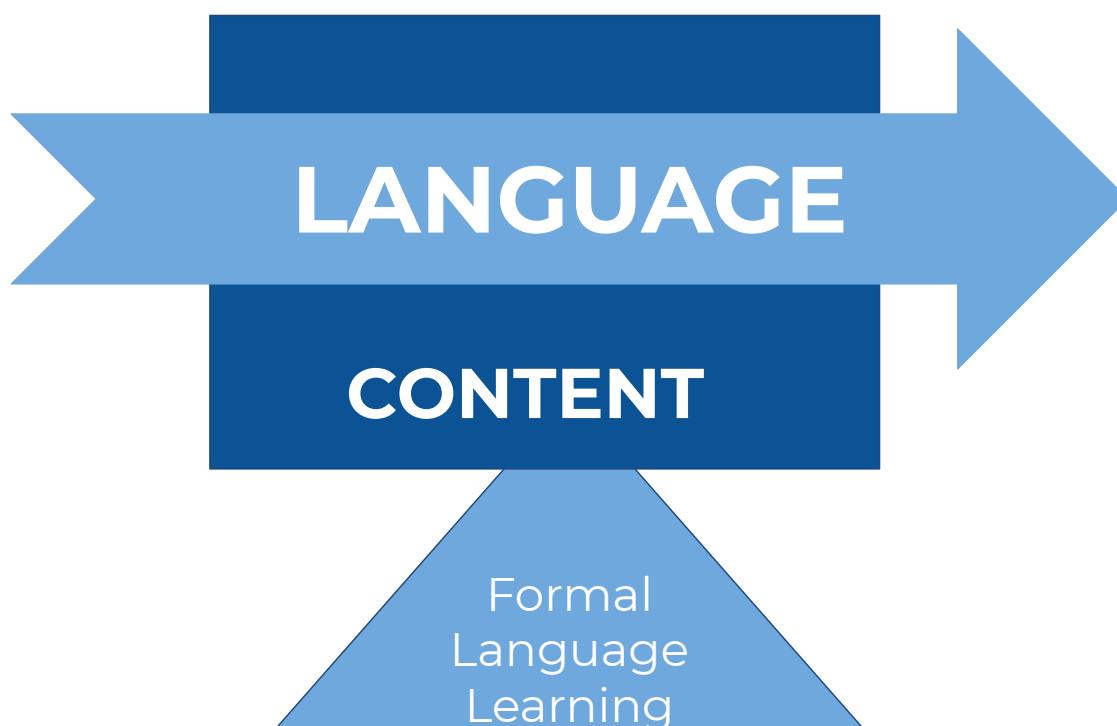
## What is CLIL?

Content and Language Integrated Learning

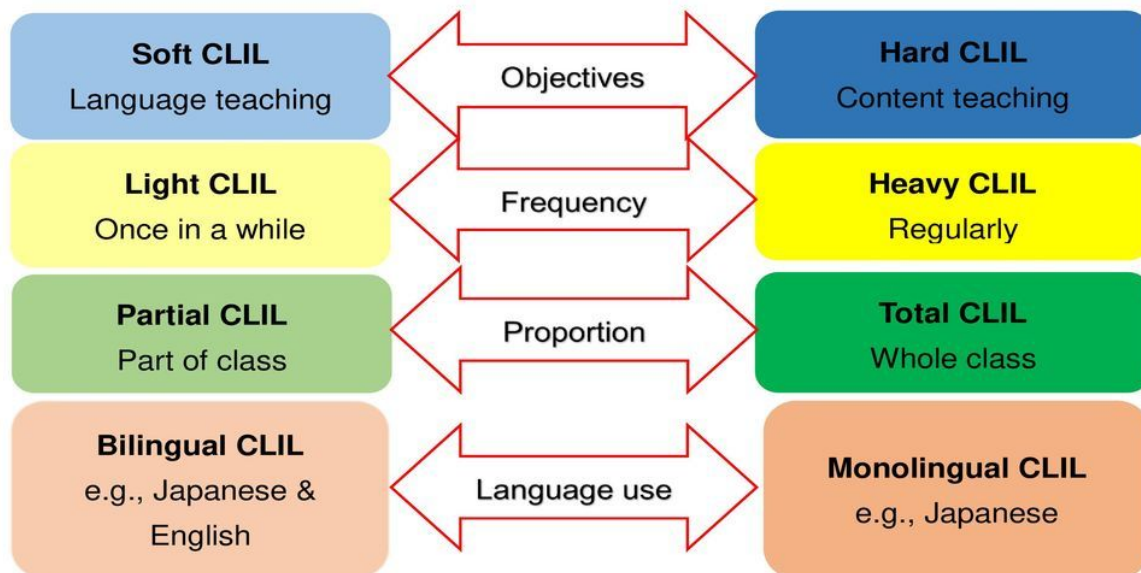
“a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language”

(Coyle, Hood and Marsh 2010:1)

## What is CLIL?



# What is CLIL?



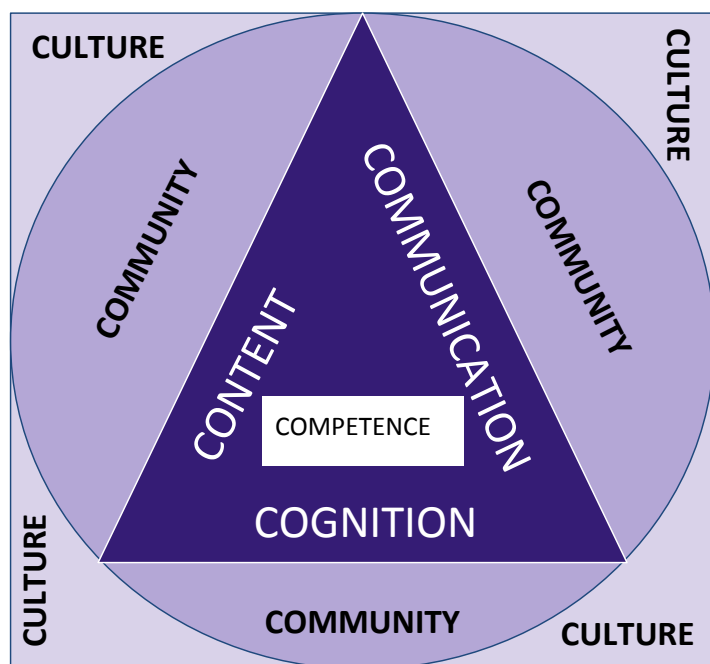
Ikeda, 2013

# What is CLIL?

More language	← CBLT	CLIL →		More content Immersion
Who teaches?	language teachers	CLIL language teachers (in language lessons)	CLIL subject teachers (in subject lessons)	Immersion subject teachers
What kind of language work do they do?	work on language through content	work on general language while supporting subject-related topics and language related to them in their language lessons	work on the language as it comes up in the subject teaching	little or no attention to language per se as teaching is done in another language
What is the aim?	to teach language	to teach language	to teach content and some language	to teach content
What do they teach?	non-curricular subject matter (extra topics) in another language	the language curriculum as well as the language of the subject to support subject teachers	subject matter and subject language	subject matter

(Dale & Tanner, 2012)

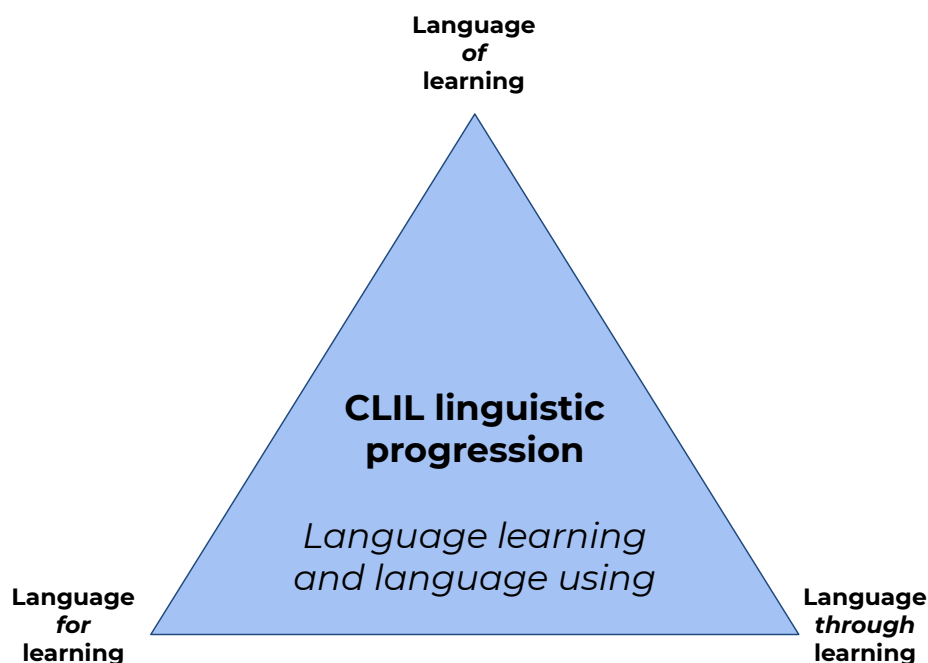
# The 5Cs+ Framework



This interplay leads to:

- 1) progress in knowledge, skills and understanding  
**(Content)**
- 2) engagement (**cognition**)
- 3) interaction with text, peer and teacher  
**(communication)**
- 4) development of language knowledge and skills  
**(Communication)**
- 5) Acquisition of deepening intercultural awareness through positioning  
**(culture/community)**

## What makes it different from Language Learning? The Language Triptych...



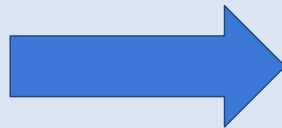
# Language of Learning

‘[Genre is] a social activity in a particular culture, the linguistic realisation of which make up a register’

(Llinares and Whittacker, 2006:28)

## *Shift for the language teacher*

Grammatical  
levels of  
difficulty



Functional  
levels of  
difficulty

# Language *for* learning

‘Developing a repertoire of speech acts...which relate to the content...and are explicit in the learning process’

(Coyle, Hood, Marsh, 2014: 51)

Pair  
work

Actions

Group  
work

Debating

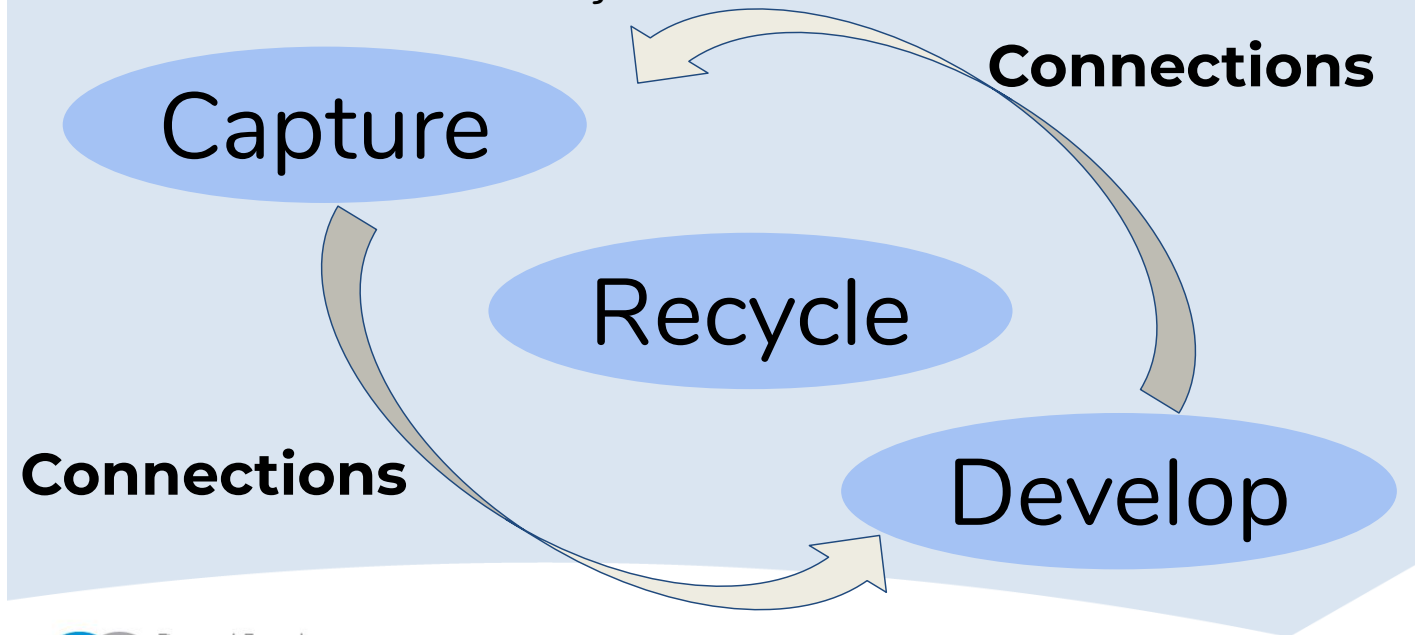
Scaffolding

Chatting

Evaluating

# Language *through* learning

Dialogic learning creates deeper levels of understanding. It is the job of teachers to



## What about the cognitive demands? The CLIL Matrix

Cognitive demands	LOW	HIGH
	1	4
HIGH	2	3
LOW		

Linguistic demands

(Cummins, 1984)

(Cummins, 1984)

(Cummins, 1984)



# Bloom's Taxonomy

## Cognitive Demands

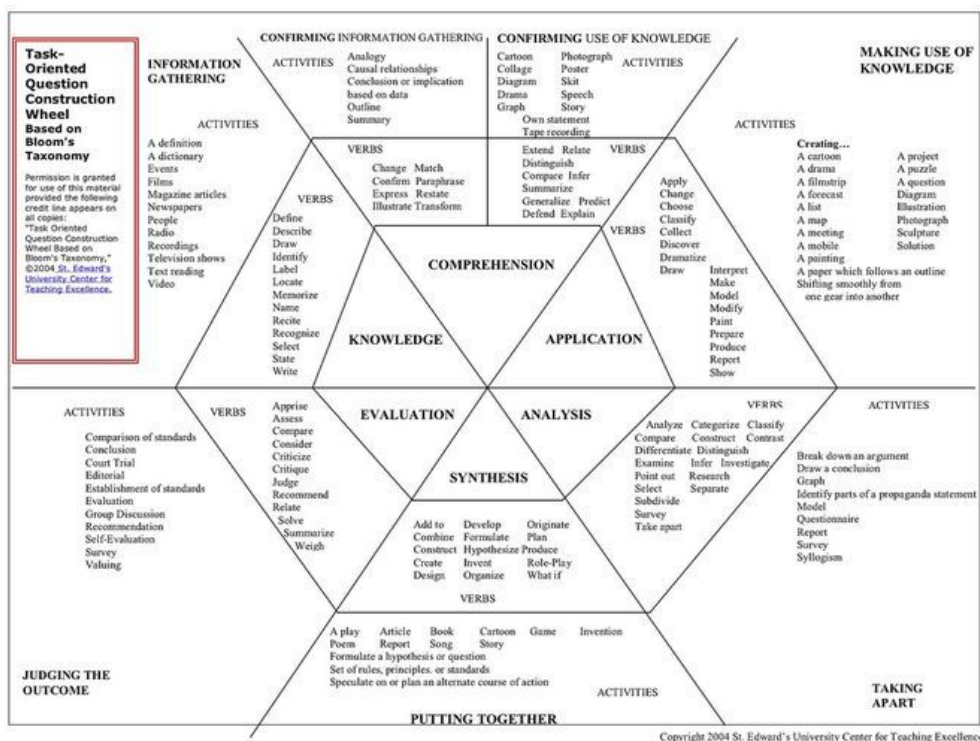


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# Bloom's Taxonomy

## Cognitive Demands



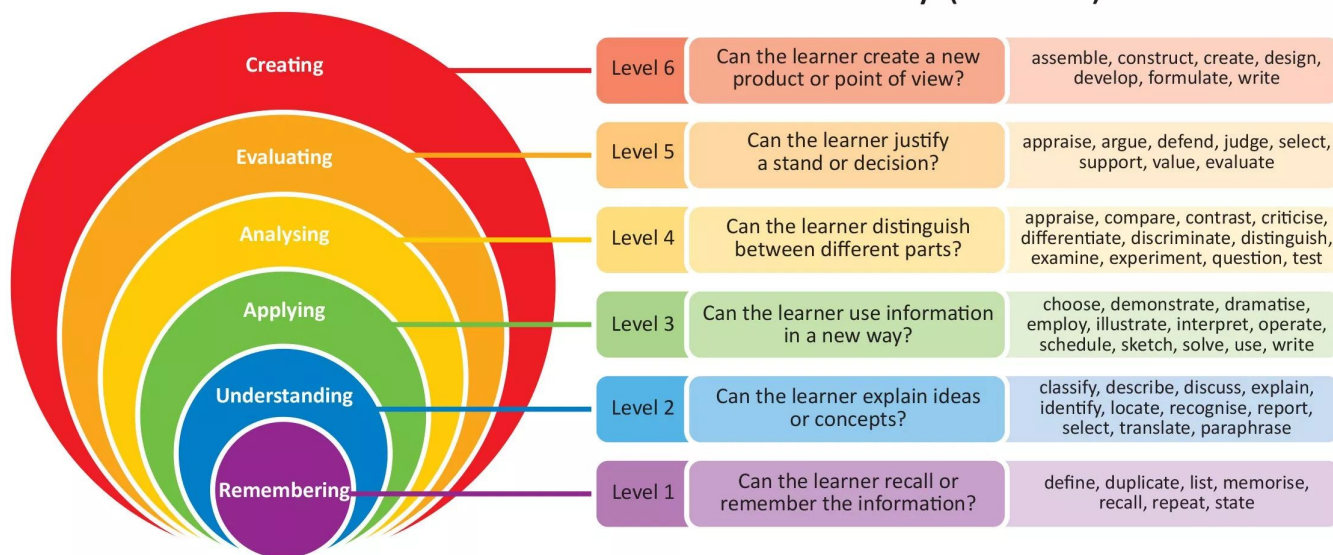
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# Bloom's Taxonomy

## Cognitive Demands

## Bloom's taxonomy (revised)



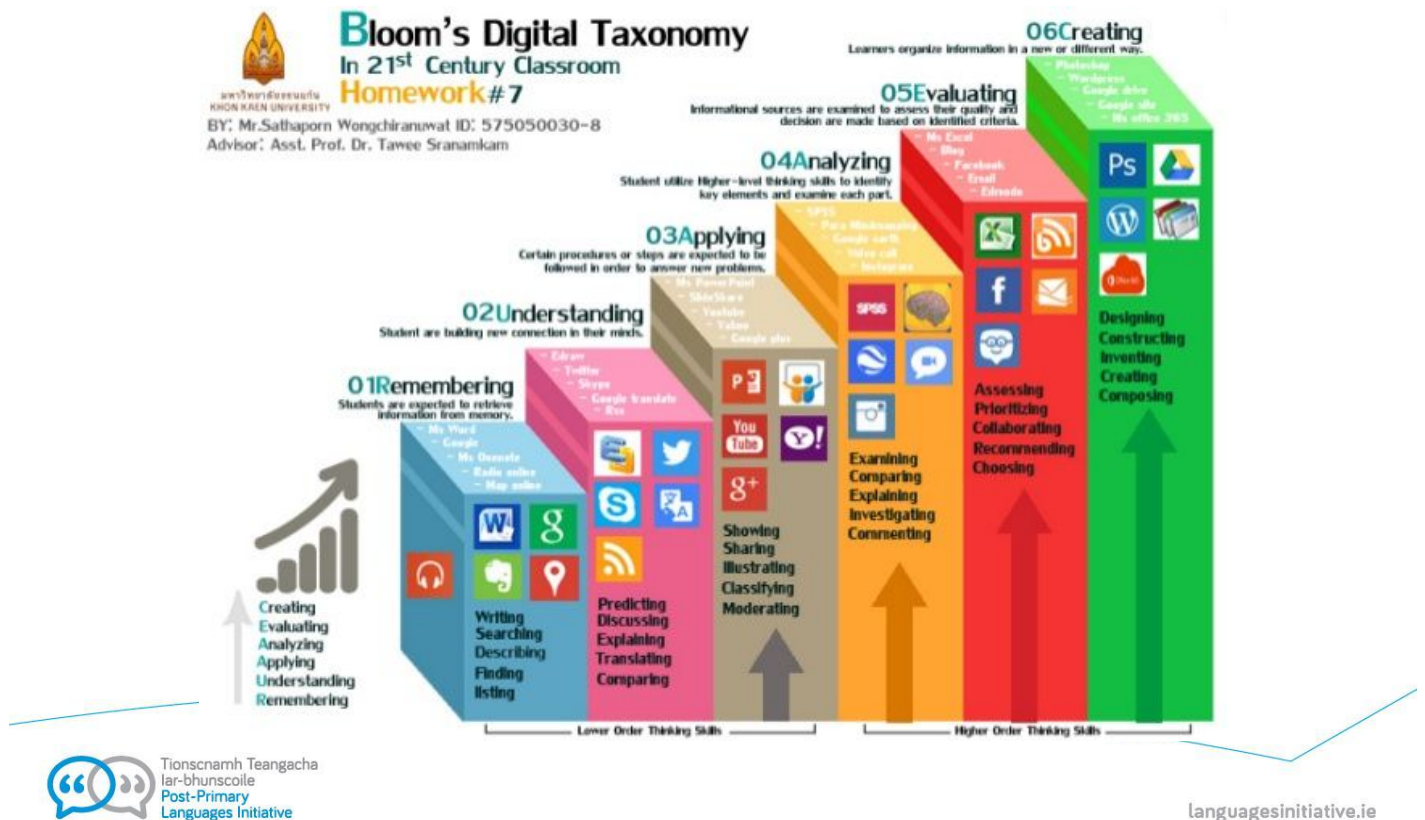
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# Bloom's Taxonomy

Cognitive Demands



## What about the content?

**Interdisciplinary  
Subjects**

**vs.**

**Traditional  
Subjects**

What are the similarities and differences between traditional, formal language teaching and the CLIL approach?

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



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