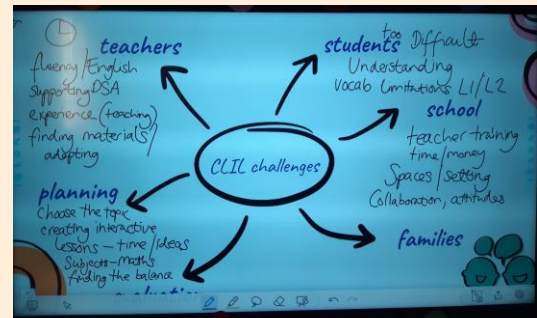


# Integrating CLIL

*A practical course for teachers*



## MODULE ONE Understanding CLIL Part 2

### Today

Teaching CLIL

Where to start?

CLIL and language  
learning

Context

How do we learn  
languages?

A simple lesson  
structure

What makes a  
lesson CLIL...

...and are we  
already doing it?

## Teaching CLIL: Where to start?

### Start with the students

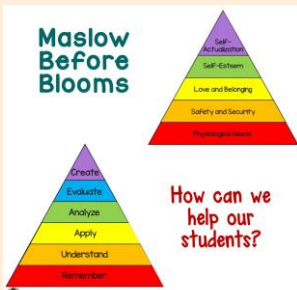
Students in a CLIL lesson are...

## Students in a CLIL lesson are...

Engaged	Interested
Stimulated	Consulted
Motivated	Active
Respected	Decision makers
Supported	Happy
Learning language and content	Relaxed
Using language	Participating
	Collaborative



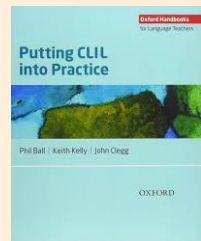
## Maslow Before Blooms



source: <https://www.elementarymatters.com/2023/04/maslow-before-blooms-what-does-this.html>

## Good classroom practice

Let me tell you a story...



**Good teaching practice activity**

**CLIL and language learning**

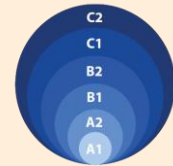
## Language learning context

- Global citizens
- English as a lingua franca
- EU council objective to speak two additional languages
- Testing: PISA, school, Invalsi
- CEFR (Common European Framework of Reference)



## CEFR and CLIL

*"a shared roadmap for learning"*



## CEFR and CLIL

language as a vehicle for communication rather than as a subject to study.

In addition to promoting the teaching and learning of languages as a means of communication, the CEFR brings a new, empowering vision of the learner.

*"the learner as a social agent,  
co-constructing meaning in interaction"*

## CEFR and CLIL

The overall approach of the CEFR is summarised in a single paragraph:

Language use, embracing language learning, comprises the actions performed by persons who as **individuals** and as **social agents** develop a range of **competences**, both **general** and in particular **communicative language competences**. They draw on the competences at their disposal in **various contexts** under various **conditions** and under various **constraints** to engage in **language activities** involving **language processes** to produce and/or receive **texts** in relation to **themes** in specific **domains**, activating those **strategies** which seem most **appropriate** for **carrying out the tasks** to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences. (CEFR 2001 Section 2.1)

- ▶ switch from one language or dialect (or variety) to another;
- ▶ express oneself in one language (or dialect, or variety) and understand a person speaking another;
- ▶ call upon the knowledge of a number of languages (or dialects, or varieties) to make sense of a text;
- ▶ recognise words from a common international store in a new guise;
- ▶ mediate between individuals with no common language (or dialect, or variety), even if possessing only a slight knowledge oneself;
- ▶ bring the whole of one's linguistic equipment into play, experimenting with alternative forms of expression;
- ▶ exploit paralinguistics (mime, gesture, facial expression, etc.).

## CEFR and CLIL

*learners use plurilingual  
competencies to*

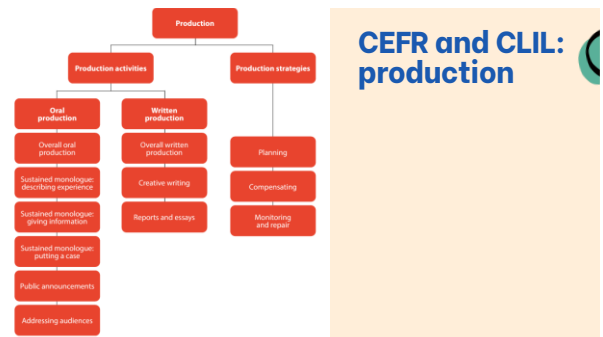


## CEFR and CLIL: functional language

	Reception	Production	Interaction	Mediation
<b>Creative, interpersonal language use</b>	e.g. Reading as a leisure activity	e.g. Sustained monologue: describing experience	e.g. Conversation	Mediating communication
<b>Transactional language use</b>	e.g. Reading for information and argument	e.g. Sustained monologue: giving information	e.g. Obtaining goods and services Information exchange	Mediating a text
<b>Evaluative, problem-solving language use</b>	(merged with Reading for information and argument)	e.g. Sustained monologue: presenting a case (e.g. in a debate)	e.g. Discussion	Mediating concepts

## CEFR and CLIL: communication

	Reception	Production	Interaction	Mediation
<b>Planning</b>	Framing	Planning	N/A	
<b>Execution</b>	Infering	Compensating	Turntaking Co-operating	Linking to previous knowledge Adapting language Breaking down complicated information Amplifying a dense text Streamlining a text
<b>Evaluation and Repair</b>	Monitoring	Monitoring and self-correction	Asking for clarification Communication repair	

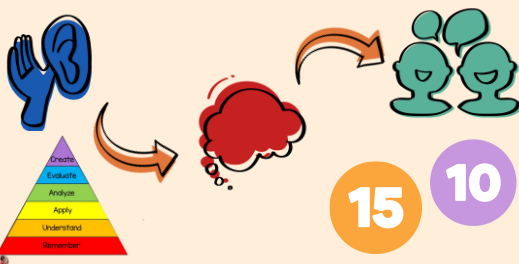


## How do we learn languages?

### How do we learn languages?



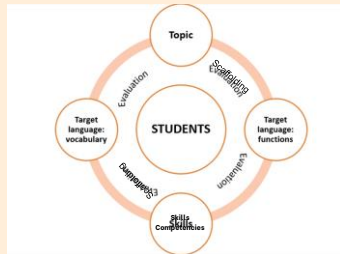
### How do we learn languages?



### A simple language lesson structure

1. Warm up, set context, activate prior knowledge	OPENING
2. Introduce / review language	INFORMING
3. Drill any new language	
4. Controlled practise	APPLYING
5. Free practise	
6. Reflection	REFLECTING

## Planning a CLIL lesson



## What makes a lesson CLIL...

## CLIL models



- The four Cs (Coyle)
- The CLIL pyramid (Meyer)
- The Language Tryptych (Coyle *et al.*)
- Penta Pie (De Graaff *et al.*)
- PTL (Meyer, Coyle)
- Cubic Learning (Rankin)
- SALT for CLIL

## The CLIL Wheel



<https://www.youtube.com/watch?v=XmIpFmMhUS4>

## ...and are we already doing it?

## CLIL audit

### Core CLIL categories

- Multiple focus
- Authenticity
- Scaffolding
- Safe and enriching learning environment
- Active learning
- Co-operation