CLIL Context

CLPI AICLE iniciació primària
CLSI AICLE iniciació secundària

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“CLIL (Content and Language Integrated Learning) advocates assimilating the academic content of nonlinguistic subjects via a foreign language, which simultaneously promotes the acquisition of content knowledge and the use of the target language. It involves a methodological style that encourages teachers and students to use the language as a means of communication, thus promoting language and content development in the process.” (Gerdes, T. & Pavón, V. 2008. “Talking CLIL”, It’s for Teachers Magazine, 110:14-17)
There are many different ways of implementing **CLIL**, whatever the term is used (*immersion, bilingualism, multilingualism, language across the curriculum…*). All the different models propose to teach **content subjects through a foreign language** in one way or another.
Whilst **CLIL** shares some elements with many of these approaches, in essence its distinctiveness lies in an *integrated approach*, where *both language and content* are conceptualized on a continuum without an implied preference for either. (Coyle, 2007)
Teaching any kind of content through a second or foreign language
CBT/BE/IP/CLIL PROGRAMMES share:

- The foreign language is used as a *vehicle* for accessing information.
- The foreign language is used for *instruction* and *communication*.
- Learning the *language* and learning *content* are *part of the same process*.
- Development of *cognitive flexibility* and *reflection upon the linguistic and communicative functioning* of both languages is key.

(Víctor Pavón Vázquez - University of Córdoba (Spain) - II Encuentro formativo para profesores de inglés – From *blackboards to whiteboards: from skills to competences* Granada English Teachers Association, April 24th 2010)
In Canada, English and French have been the target languages of French and English speaking communities respectively. In Quebec for example, English speakers in some schools have been taught almost the entire curriculum in French.

In the US, with a multilingual population, the main concern has been to guarantee that all school children can fully function in English, specially, in academic contexts. Because of the increase of students from abroad in North-American universities, content-based programmes have been more and more widely used to help these students cope with the demands of academic objectives.

In Europe and Asia, most of the programmes are designed to improve the learning of foreign languages.
Canadian Immersion Programmes

Second Language Acquisition researchers, teachers and parents fully agree that the immersion programmes in Canada have been extremely efficient and successful. Instruction is given in the target language from kindergarten on or starting at some time during elementary school.

(Swain & Lapkin, 1982; Swain, 2000)
In total French immersion, all classes are taught in French, usually for the first three years of the programme. English-language arts classes are introduced in the fourth grade, followed by a gradual increase in English instruction for other subjects.

In partial French-immersion programmes, a varying proportion of classes (usually 50%) are taught in French. This proportion typically remains stable throughout the programme.

Although the early total immersion programme was considered to be the one which would most threaten the development of first language skills, results of empirical research show that this is not the case.

In the short run, after just two or three years, immersion students lag behind their non-immersion peers in some aspects of English. After that, however, immersion children perform as well as, or better than, their English-educated peers in all aspects of English language skills [in the long run].

(Canadian Council on Learning, 2007)
USA: Research on efficient Content Based Teaching Programmes and Bilingual Education Programmes

• In the US, the integration of content and language has a long tradition both in what is usually known as Content-Based Instruction (CBI) and in Bilingual Education Programmes (BE).

• Although Bilingual Education programmes are still controversial for politicians and the media, when properly implemented, research has clearly shown that they are at least as efficient as non-bilingual programmes, if not more so.

• Willig’s (1985) meta-analysis indicated that bilingual education programmes significantly enhanced academic achievement in comparison with English instructional programmes.

• In general, research in the US shows that bilingual education, when well implemented, is the most effective way to enable speakers of languages other than English to learn both English and academic subjects

(Cummins, 1984; Krashen, 1991, 1997; Swain & Lapkin, 1982)
USA: Research on efficient Content Based Teaching Programmes and Bilingual Education Programmes

In 1999, the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA) founded the Intercultural Development Research Association (IDRA) to identify 10 exemplary bilingual education programmes in schools in the US. After examining the programmes, IDRA identified the 25 common characteristics and criteria that were responsible for the success of the programmes.

"Success" was operationally defined as evidence of academic achievement (compared to district and/or state standards) for LEP students in bilingual education programmes (IDRA, 2002). For IDRA Newsletter (2002) see also Robledo Montecel et al. (2002a, 2002b and 2004)
• The European Commission’s (2005) report on foreign language teaching and learning claims that an excellent way of making progress in a foreign language is “to use it for a purpose, so that the language becomes a tool rather than an end in itself.” (p. 9).

• The European Commission has funded research projects across Europe investigating the use of Content and Language Integrated Learning (CLIL) since the early-90s, pulling together the threads of existing approaches such as 'content-based instruction', 'immersion', and 'bilingual education'. All the aforementioned terms were replaced by CLIL, which was launched by UNICOM in 1996. (Navés, 2009)

Eurydice Report 2012

CLIL in Europe by David Marsh
http://www.youtube.com/watch?v=TGnkEMjBg4g

CLIL in Europe
http://www.youtube.com/watch?v=fGzxqtGFOJw&feature=related
Status of CLIL provision in primary and general secondary education, 2004/2005

- CLIL provision as part of mainstream school Education
- CLIL provision within pilot projects
- Combination of CLIL provision as part of mainstream school education and within pilot projects
- No CLIL provision
Status of CLIL provision in primary and general secondary education, 2006/2007

Source: Eurydice.
Status of CLIL provision in primary and general secondary education, 2010/2011

Source: Eurydice.
Status of **CLIL** target languages used for **CLIL** in primary and general secondary education, 2010/2011

*Source: Eurydice.*
Admission criteria for access to CLIL provision, 2010/2011

Source: Eurydice.
Summary and conclusions 2012

- A **variety** of names for a variety of situations.
- CLIL often part of school provision but **not** on a **broad scale**.
- Predominance of **English**.
- No clear preference for any particular subjects.
- The need for **teacher training** more focused on CLIL.
- Evaluation far from general practice but encouraging nonetheless.
PELE: *Pla Experimental de Llengües Estrangeres*

http://www.xtec.cat/alfresco/d/d/workspace/SpacesStore/4c7a8482-e9d7-4af6-9174-cb4a7324defa/dades_pele_sstt.pdf

El curs 2010-2011 hi havia 1.345 centres educatius que havien posat en marxa un pla experimental de llengües estrangeres (PELE) amb la finalitat de dinamitzar l’ensenyament i aprenentatge d’idiomes entre el seu alumnat.

PILE: *Pla Integrat de Llengües Estrangeres*


El curs 2012-2013, un total de 170 centres educatius han posat en marxa un pla integrat de llengües estrangeres (PILE) per a la millora del plurilingüisme efectiu de l'alumnat. Requereix de bons models lingüístics i d'un treball de qualitat a l'aula que esdevingui model de referència.

http://www.xtec.cat/web/projectes/llengues/pluri/pile
CLIL in Catalonia: Evolution

Centres PELE a Catalunya (primària i secundària)

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**CLIL in Spain: References**


**ANDALUSIA:**


Most of the arguments in favour of CLIL come from Second Language Acquisition Research and show that CLIL:

• (a) creates conditions for *naturalistic language learning*
• (b) provides a *purpose* for language use in the classroom,
• (c) has a positive effect on language learning by putting the *emphasis on meaning* rather than on form
• (d) drastically *increases the amount of exposure* to the target language

Why was **CLIL** introduced in our schools?

**Benefits of CLIL:**

- The learning of a foreign language is seen as more attractive when we use linguistic resources that offer a means of acquiring information.

- Metalinguistic and intellectual improvement: students are forced to use a greater variety of communication strategies.

- Emphasis on the creative use of the language provides stimulation in the learning process.

- CLIL increases the quantity and quality of exposition to the L2.

(Víctor Pavón Vázquez - University of Córdoba (Spain) - II Encuentro formativo para profesores de inglés – From *blackboards to whiteboards: from skills to competences* Granada English Teachers Association, April 24th 2010)
Why was **CLIL** introduced in our schools?

**Benefits of CLIL:**

- Learning the language becomes more functional and communicative in a CLIL context.
- CLIL encourages teachers to use a ‘learning by doing’ approach, as well as developing Multiple Intelligences.
- The intercultural connection: language use develops positive attitudes towards other languages, people and cultures.

(Víctor Pavón Vázquez - University of Córdoba (Spain) - II Encuentro formativo para profesores de inglés – From *blackboards to whiteboards: from skills to competences* Granada English Teachers Association, April 24th 2010)