THEORETICAL FRAMEWORK OF CLIL, AN OVERVIEW

CLPI AICLE iniciació primària
CLSI AICLE iniciació secundària

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Content vs. language

In the next three slides, you will encounter three types of scales that represent CLIL.

Which one do you think fits best with this methodology? Answer this question before and after viewing this presentation.
Content vs. language
Content vs. Language

content

language
Content vs. language

ccontent

language
This is what CLIL is **NOT**
(the statements in **grey** are possible comments you may have said, thought or heard in your school)

- **Backdoor language teaching:**
  ‘I will just provide my students with lists of vocabulary of Geography in English during the Social Sciences class’

- **Additional subject teaching:**
  ‘As the classes are going to be in English, I will do it as an optional subject, and so students will not get lost in the mainstream curriculum’

- ‘Dumbing down’ of subject content
  ‘As the classes are going to be in English, I will drop out the difficult parts of the subject to make it easier’
This is what CLIL is **NOT**

- **Threatening subject specialism**
  
  ‘One of my colleagues from the English department has asked me if I have the proper studies to teach English’

- **Elitist for more able students only**
  
  ‘The access criteria to the CLIL classes is only for students with a mark in English higher than 8 over 10’

- **For foreign teachers**
  
  ‘If the classes are in English, the best teachers are for sure English natives, aren’t they?’

- **Teaching what students already know**
  
  ‘This week I will teach in English what we did in Catalan last week’
CLIL models are by no means uniform. They are elaborated at a local level to respond to local conditions and desires. Indeed the characteristics of CLIL developments in Europe show a great variety of solutions. It is the combination of the choices in respect to the variables that produce a particular CLIL.

Coonan 2003
There is **NOT**

- a **particular** CLIL pedagogy (scientific research on CLIL experiences is only starting to arise)

- a **prescriptive model** for planning modules and lessons in CLIL (CLIL practices are strongly dependent on different contexts)
There **ARE**

- pedagogical principles underlying CLIL

- some **tools** for ensuring that some shared principles are observed despite CLIL’s flexibility
Pedagogical principles

**Constructivist Model**
- Vygotsky (1932)
- Bruner (1960)

**Language-acquisition Model**
- Krashen (1983)
- Van Lier (1999)
Pedagogical principles

Constructivist Model: Lev Vygotsky (1932)

He proposed a theory of the development of higher cognitive functions in children that saw the emergence of the reasoning as emerging through practical activity in a social environment: the Social Learning Theory.

Development and learning:
ZONE of PROXIMAL DEVELOPMENT (ZPD)
Pedagogical principles

Zone of Proximal Development: **ZPD**

**Vygotsky** thought that most of the teaching process should lay on the **ZPD** of the learner. For this to happen, learners should be guided by more able learners, therefore introducing the idea of **cooperative learning**.
Pedagogical principles

Constructivist Model: Jerome Bruner (1960)

Emphasis on language: value of formats and routines

Bruner studied the way children learn and coined the term "scaffolding", to describe the way children often build on the information they have already mastered.
Pedagogical principles

Language Acquisition Model: **Stephen Krashen** (1982)

- The inefficacy of error correction  
  *(Truscott, 1996, 1999)*

- Superiority of comprehensible-input based methods and sheltered subject matter teaching *(2003)*

- The "power of reading" *(2004)*

- We acquire vocabulary best through comprehensible input *(1989; 2003)*
Pedagogical principles

Language Acquisition Model: **Stephen Krashen** (1982)

"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production."
In Krashen’s theory, there are two independent systems of second language performance: the acquired system, which is subconscious, and the learnt system, which is the product of formal instruction.
Pedagogical principles

Language Acquisition Model: Leo Van Lier (1999)

Ecological Approach

‘From an ecological perspective, the learner is immersed in an environment full of potential meanings. These meanings become available gradually as the learner acts and interacts within and with this environment.’
Pedagogical principles

The model chosen by the Departament d’Ensenyament to implement CLIL in Catalonia is due to professor Do Coyle, from the University of Aberdeen.
Pedagogical principles

The 4Cs conceptual framework for CLIL

Coyle (1999, 2005)
The 4Cs framework

Content

- Content stands for the subject you teach.
- There is no better expert than yourself to know what content to teach to your students.
The 4Cs framework

Cognition

• It stands for thinking skills, or the kind of activities a learner should be able to do.

• According to Bloom (1984), thinking skills can be classified in low-order thinking skills and high-order thinking skills.
The 4Cs framework

Cognition

Bloom’s revised taxonomy for thinking skills

High order thinking skills

Creating
Evaluating
Analysing
Applying
Understanding
Remembering

Low order thinking skills
The 4Cs framework

Cognition

- When Bloom proposed his taxonomy (1956), he detected that almost 95% of all tasks planned by teachers in schools were of the lowest type of his taxonomy: remembering.
Cognition

The 4Cs framework

- Bloom’s taxonomy is very much linked with **engagement**.
- If you plan tasks of different types or categories, you will probably get **more interested** learners and less bored audience.
The 4Cs framework

Communication

- It is devoted to the language skills.
- Language should be carefully planned for CLIL to be successful, as it determines the shape of thoughts and the learner’s grade of competence.
The 4Cs framework

**Communication**

• To plan the language in a CLIL lesson, there are three stages to take into account:
  1. The specific *vocabulary* of the content
  2. The *structures* of the language students would need to express the content (e.g. tenses, conditionals, comparatives, etc.)
  3. The *spontaneous* language, not necessarily linked to the content, that may arise in class
The 4Cs framework

Communication

- Coyle (2005) has created the 3As lesson planning tool to deal with these three stages:

  **Analyse**: language *of* learning - **VOCABULARY**
  **Add**: language *for* learning - **STRUCTURES**
  **Apply**: language *through* learning - **SPONTANEITY**
The 4Cs framework

Communication

- To make language affordable for students, language support has to be supported.
- This language support has been called scaffolding.
The 4Cs framework

Communication

These are some examples of language scaffolding:

**Fill in gaps**

Writing frame
The 4Cs framework

Culture

- It is an embedding principle, as any learning skill should contain a cultural awareness, either in content, language or cognition.
- It is also related to the student’s context.
The **Cummins’ matrix**

- The Cummins’ matrix is an *audit tool* for teachers, to evaluate the *adequacy* of both language and thinking skills of a CLIL activity.
The **Cummins’** matrix

- Quadrant 1 is to be avoided. Most of the CLIL activities should be plotted in quadrant 3.