Using a socio-cultural CLIL pedagogical model to develop CLIL courses

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CLIL is

◆ A *politcised* educational approach to achieve the EU language policy of MT+2
◆ CLIL "carries methodology as its hallmark" (Marsh, 2002: 66)
◆ “the main concept in it (CLIL) seems to be that of integration, as yet little described in research and insufficiently made conscious and explicit in the teaching process” (Gajo, 2007: 563).
Pedagogical principles?

◆ European CLIL has been “highly influenced by language acquisition theories... whilst it seems that subject matter pedagogies are being systematically overlooked” (Coyle, 2008: 101)

◆ Pedagogically sound CLIL cannot compromise either the content or language dimension. It is in this relationship and balance that the integrity of CLIL is most vulnerable - and potentially most powerful.
Significance of context

- A defining feature of CLIL is the non-native speaking teachers working with NNS students in non-community language settings (Dalton-Puffer, XX, Coyle xx).

- In developing a CLIL pedagogy “teachers need a repertoire of approaches from which they can select on the basis of fitness for purpose in relation to the learners, the subject-matter and the opportunities and constraints of the context” Alexander, 2008: 102
Why a pedagogical model?

◆ a ‘conceptual lens’ (Mishra, 2006)
  – to recognise the ‘other’ dimension of CLIL
  – to identify where existing areas of expertise lie
  – to effectively negotiate the integration of content and language learning
  – to identify areas for development and additional support

◆ a principled basis for informed practice
Learning trajectories

CBI: working with known concepts

Content learning extending understanding
The language dimension

- Formalising the handling of language in the content classroom alone does not result in CLIL: language strategies and vocabulary development are helpful but

- “When students are first introduced to a new word or concept in a science class, they may quickly master the teacher’s definition of the word, but this is not the end of the learning process, it is just the beginning” Mortimer and Scott, 2003: 19
FEATURES OF CONTENT LEARNING

- Systematic & transformative subject knowledge
- Key concepts & processes:
  - Factual knowledge
  - Information handling
  - Argumentation
- Subject specific language:
  - Terminology
  - Discourse
  - Representational means
- Apprenticeship into a specific worldview
- Collaborative interaction

FEATURES OF FL LEARNING

- Authenticity and motivation
- Communicative competence
- Knowledge of language:
  - Structure
  - Vocabulary
  - Discourse
- Independent learning:
  - Skills & strategy development
- Comprehensible input: rich environment
- Forced output: supported production
- Collaborative interaction

TALK INTO THOUGHT

UNIVERSITY OF JYVÄSKYLÄ
Language-in-learning

- **Formal language of the subject:**
  - Terminology
  - Discourse
  - Style

- **Surface compatibility** of content and language integrated learning

- **Fundamental role of language in learning**
  - When children learn language, they are not simply engaging in one type of learning among many; rather, they are learning the foundations of learning itself. (Halliday, 1993)

- **Fundamental integration** in content and language learning
Informal learner language

- Learner language is messy, with half-completed sentences, jointly constructed comments thought-aloud (Barnes, 2008).
- Subject specific language becomes interwoven in this talk over time as disjointed learner-talk transforms into accurate expert-talk.
- Learner language requires guided interaction and scaffolded opportunities to participate.
Culture of talk: establishing ground rules

◆ all relevant information is shared;
◆ the group seeks to reach an agreement;
◆ the group takes responsibility for decisions;
◆ reasons are expected;
◆ challenges are accepted;
◆ alternatives are discussed before a decision is taken; and
◆ all in the group are encouraged to speak by other group members.

Childrens’ talk and the development of reasoning in the classroom Mercer, Wegerif, Dawes, BERJ, vol 25, no.1, 1999
Using the model

◆ Staff development courses
  – Generates awareness
  – Makes visible own practice
  – Highlights areas for development across the school as well as within individual discipline areas

◆ Planning tool for CLIL
  – Supports identification of appropriate goals for content and language
  – Orientates and justifies practice
Geography example
References


