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

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CLIL is

- A *politicised* 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
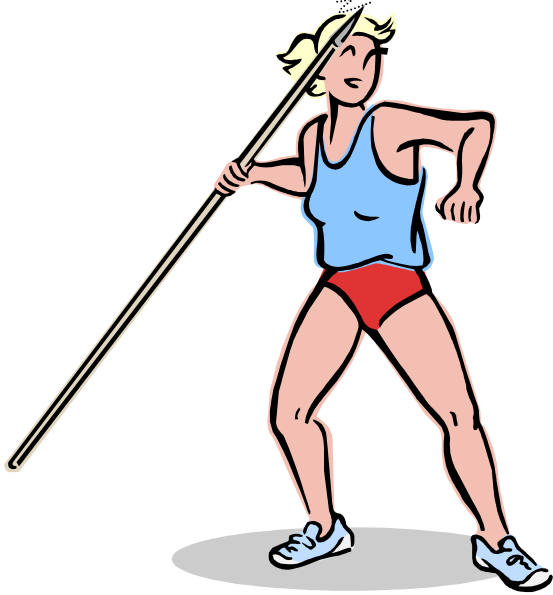
Why a pedagogical model?

◆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
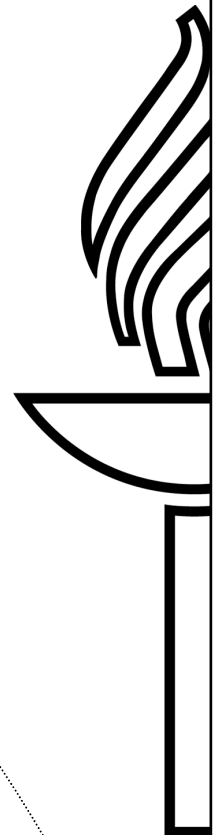
◆a principled basis for informed practice
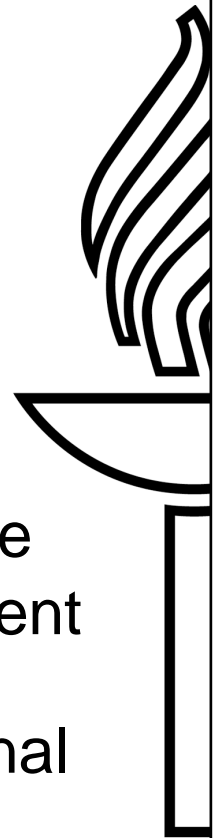
The language dimension

◆ 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

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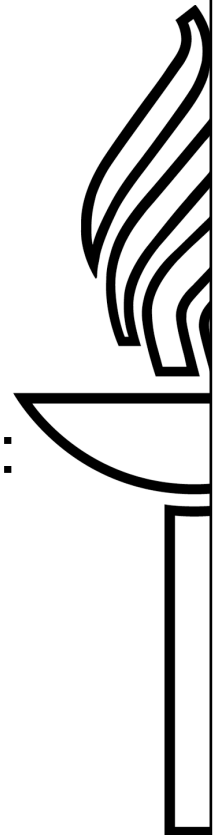
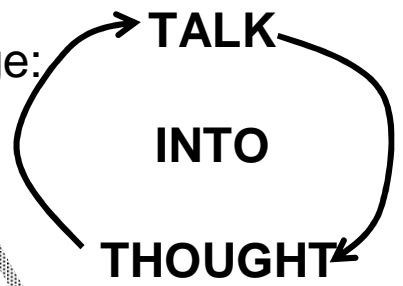*Goal orientated*

FEATURES OF CONTENT LEARNING

Goal orientated

FEATURES OF FL LEARNING

✓Systematic & trans-
formative subject
knowledge

LANGUAGE -in-LEARNING

Activity orientated

✓Authenticity and motivation

✓Communicative
competence

✓Key concepts & processes:
   ✓Factual knowledge
   ✓Information handling
   ✓Argumentation

✓Knowledge of language:
   ✓Structure
   ✓vocabulary
   ✓discourse

TALK

✓ Subject specific language:
   ✓Terminology
   ✓Discourse
   ✓Representational
     means

INTO

✓Independent learning:
   ✓skills & strategy development

THOUGHT

✓Comprehensible input: rich
environment

✓Apprenticeship into
a specific worldview

✓Forced output: supported
production

✓Collaborative
interaction

✓Collaborative
interaction

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.

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

◆ Coyle (2008) CLIL – A Pedagogical Approach in *Encyclopedia of Language and Education, 2nd Edition, Vol. 4: Second and Foreign Language Education,* eds Van Deusen-Scholl & Hornberger, 97-111

◆ Mishra & Koehler (2006) Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge *The Teachers College Record*, Volume 108, No. 6

◆ Morimer & Scott (2003) *Making Meaning in Secondary Science Classrooms* Open University Press

◆ Halliday (1993) Towards a language-based theory of learning. Linguistics and Education, 5, 93– 116.