## Putting CLIL into Practice

Phil Ball, Keith Kelly, and John Clegg



## **CONTENTS**

Acknowledgements		XV
Introduction		1
1	What is CLIL?	5
	Overview	5
	What is meant by 'CLIL'?	5
	Education in a second language: diversity of contexts	6
	Immersion education	7
	Minority education	7
	Bilingual education	8
	English-medium education in developing countries	9
	Recent English-medium science and maths programmes	10
	How is CLIL different?	10
	Criteria for success in CLIL	11
	Learner L2 ability	11
	Exposure to L2	12
	Literacy and cognitive skills	13
	Socio-economic status	13
	Teacher L2 ability	15
	Teacher pedagogical skill	15
	Resourcing	16
	Self-selecting or system-wide programmes	16
	Time allocation	17
	The language syllabus	17
	Planning	18
	Summary	18
	Further reading	19

2	Defining parameters	21
	Overview	21
	Teacher talk to student intervention	21
	Teacher support	22
	CLIL as a methodology	23
	CLIL sans frontières?	24
	An 'umbrella term'	24
	Dual or single focus?	25
	CLIL and competences	25
	'Soft' and 'hard' CLIL	26
	Objectives and assessment	27
	Building bridges between content and language	28
	Feeding L1 teaching	28
	Supporting awareness	29
	The Basque experiment	29
	The CLIL effect—what are we doing wrong?	31
	What features most obviously characterize CLIL?	32
	1 Conceptual sequencing	32
	2 Conceptual fronting	37
	3 Task as priority, language as vehicle	37
	4 Making key language salient	38
	5 CLIL in three dimensions	38
	6 The text–task relationship	39
	7 Enhancing peer communication	41
	8 Guiding multimedia input	42
	9 Supporting student output	45
	10 Supporting thinking skills	45
	Summary	48
	Further reading	48

Contents

3	The content-language relationship	49
	Overview	49
	What is 'content'?	49
	Objectives	50
	The three dimensions of CLIL	52
	The 'mixing desk' metaphor	52
	Language and concepts as vehicles	54
	Three-dimensional activities and sequences	54
	Perspectives on learning and language: visualizing the three dimensions	58
	How learning works in CLIL	61
	Summary	63
	Further reading	64
4	Principles and practice of language in CLIL	65
	Overview	65
	The subject–language relationship	65
	What does 'language in CLIL' refer to?	66
	Grammar	67
	Vocabulary	68
	Discourse markers	68
	Thinking skills/Language functions	70
	Language skills	70
	Principles for language in CLIL	71
	1 'Mediate' language between the learner and new subject knowledge	71
	2 Develop subject language awareness	75
	3 Plan with language in mind	87
	4 Carry out a curriculum language audit	92
	5 Make general academic language explicit	93
	6 Create initial talk time	96
	7 Sequence activities from 'private' through to 'public'	98
	Summary	101
	Further reading	102

5	Guiding input	103
	Overview	103
	Decoding and schemata	103
	Authenticity	105
	'Shapes' of subject content	100
	An inventory of input-processing activity types	108
	Processing at the level of words and phrases	109
	Content analysis of whole texts	121
	Summary	133
	Further reading	134
6	Supporting output	135
	Overview	135
	Speaking	135
	Speaking activity types	136
	Language support types	137
	Language support in practice	138
	Moving on to writing	159
	The range of writing in CLIL	160
	The scope of writing in CLIL	160
	Composition and text structure	169
	Summary	172
	Further reading	172
7	Designing materials for CLIL	173
	Overview	173
	Time and inspiration	173
	Personal investment	174
	Guidelines and criteria for CLIL	175
	Seven principles	175
	1 The primacy of 'task' (the text-task relationship)	176
	2 Prioritizing the three dimensions of content	181
	3 Guiding input and supporting output	183
	4 Scaffolding and embedding	196
	5 Making key language salient	199
	6 The concept of 'difficulty' in didactic materials	205
	7 Thinking in sequences	207
	Summary	208
	Further reading	209

Contents xi

8	Assessment in CLIL	209
	Overview	209
	Assessment versus evaluation	209
	Types of assessment: formative and summative	209
	Assessment and teachers	210
	Objectives, outcomes, and criteria	211
	'Soft' CLIL: is it a problem?	212
	Formative assessment and CLIL	213
	CLIL and conventional assessment: interfaces and differences	213
	Validity	213
	The 'washback effect'	214
	Content or language?	214
	Language demand/risk	215
	Assessment and the three dimensions	220
	The various types of formative assessment	222
	'Backward' design	223
	Formative to summative: four issues	226
	1 Length	228
	2 Process and product	228
	3 Formative or continuous?	228
	4 Certification and assessment	232
	CLIL and competences	234
	Situations	234
	The four elements of a 'situation'	236
	Competences and language	237
	The three bases of competences	237
	'Boxing weights'	240
	Rubrics and band scales	241
	Transparency	244
	Summary	244
	Further reading	245

9	Managing CLIL in schools	247
	Overview	247
	Subjects	247
	Course structure	248
	Teachers	251
	Learners	251
	Assessment	252
	CLIL pedagogy	252
	Language teaching	252
	Continuous professional development	253
	Resourcing	255
	Other language programmes	257
	Stakeholders	258
	Education authorities	258
	Parents	259
	Teachers	259
	Learners	259
	Monitoring and evaluation	260
	Whole-school management structure in CLIL	262
	Summary	266
	Further reading	266

Contents

10	Training teachers for CLIL	267
	Overview	267
	CLIL teacher variables	267
	Training variables	268
	To prescribe or not to prescribe?	268
	Teacher language levels versus methodological awareness	269
	The future of teaching and learning	271
	A new hybrid teacher?	272
	Good practice	273
	Requirements for CLIL teachers: the three savoirs model	276
	Savoir	276
	Savoir-faire	276
	Savoir-être	278
	How can these savoirs be fostered?	279
	Materials	280
	Topics of interest	281
	What provision exists?	282
	Tertiary education	285
	Proposals and recommendations	285
	Summary	287
	Further reading	287
A	ppendix 1: Tasks	289
	ppendix 2: Suggested answers	297
	ilossary	300
	eferences	308
	ndex	317

## **ACKNOWLEDGEMENTS**

We would like to say thank you to the teachers in the Ikastola network in the Basque Country, and to colleagues in Ikastolen Elkartea (The Federation of Basque Schools) for their optimism, hard work and willingness to innovate. We'd also like to thank the Austrian Technical College teachers who have gone through CLIL training at the University of Education in Vienna, for trying out and giving feedback on three-dimensional CLIL. We are also grateful to the teachers in the FACTWorld (www.factworld.info) network of over 3,500 colleagues, for their continued enthusiasm for integrating content and language.