

Alternative C20th approaches (2)



CLIL

CLIL = Content and Language Integrated Learning





David Marsh

The term CLIL was coined by David Marsh, University of Jyväskylä, Finland in 1994:

"CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language."

Content and Language Integrated Method

- ◆ One method that's gaining in popularity is the **Content and language integrated learning** method (CLIL).
- ◆ A combination of presenting language as a set of rules and patterns and presenting opportunities to interact in the language.
- ◆ In order to be effective, these interactive opportunities need to be 'real' situations. So in a school, for example, the rudiments of language might be presented in a language class, but simultaneously opportunities to use the language are made available in other subject classes.

CLIL

CLIL refers to any dual-focused educational context in which an **additional language** is used as a **medium** in the **teaching** and **learning** of **non-language content**.

- It is an umbrella term covering aspects of:
 - Language Across the Curriculum
 - Bilingual Education
 - Content-based instruction/learning

The Benefits of CLIL

- 💧 Improve **overall and specific language competence**
- 💧 Develop **multilingual interests and attitudes**
- 💧 Diversify **methods of teaching and learning**
- 💧 Increase **learner motivation**

How does CLIL work?

- Knowledge of the **language** becomes the **means of learning content**.
- **Language** is integrated into the broad curriculum.
- CLIL is **based on language acquisition** rather than language learning. **Language** is seen in **real-life situations** in which students can acquire the language. This is **natural language development**.
- The subject matter determines the language needed to learn.
- **Fluency** is more important than **accuracy**. Learners develop fluency by using **FL** (e.g. English). to **communicate** for a **variety of purposes**

CLIL

<https://www.youtube.com/watch?v=ia6K0CECHFQ>

<https://www.youtube.com/watch?v=PyP4XOZXOqg>

CLIL

- ◆ Examples of lesson plans involving CLIL can be found here:

[http://www.teachingenglish.org.uk/teaching-teens/
resources/clil](http://www.teachingenglish.org.uk/teaching-teens/resources/clil)

The CLIL Lesson

- ◆ There is no such thing as a 'CLIL lesson', but lessons often follow a pattern:
- ◆ Processing the text
- ◆ Organisation of knowledge
- ◆ Language identification
- ◆ Task for learners

However...

- 💧 CLIL is **long-term learning**. (e.g. Students become academically proficient in English after 5-7 years in a good bilingual program.)

CLIL by another name...

- ◆ Content-based Instruction (CBI)
- ◆ Content-based Language Instruction (CLII)
- ◆ Content-based Language Teaching (CBLT)
- ◆ Foreign Language Medium Instruction (FLMI)
- ◆ Content-support ELT
- ◆ Four-handed foreign language instruction
- ◆ Foreign Languages Across the Curriculum (FLAC)
- ◆ Cross-Curricular Teaching
- ◆ Interdisciplinary Teaching
- ◆ Dual-focused Language Instruction
- ◆ Content-centred English Teaching
- ◆ Content-enriched English Teaching
- ◆ Content-infused Language Teaching
- ◆ Theme-based Language Teaching
- ◆ Topic-based Language Teaching
- ◆ Discipline-based ESL Instruction
- ◆ Sheltered Subject Matter Teaching
- ◆ Plurilingual Instruction
- ◆ Learning skills based ELT / ESP

TASK

How important is content in a language lesson?

Do you think the content you teach your pupils is relevant to their communicative needs?

CBLT (or CBI)

Content-**b**ased **L**anguage **T**eaching (or **C**ontent **B**ased Instruction)

The focus of a CBLT lesson is on the topic or subject matter.

During the lesson, students are focused on learning about something.

They learn about this subject using the language they are trying to learn, rather than their native language, as a tool for developing knowledge and so they develop their linguistic ability in the target language.

CBLT – how?

◆ Preparation

- ◆ Choose a subject of interest to students.
- ◆ Find three or four suitable sources that deal with different aspects of the subject. These could be websites, reference books, audio or video of lectures or even real people.

◆ During the lesson

- ◆ Divide the class into small groups and assign each group a small research task and a source of information to use to help them fulfil the task.
- ◆ Then once they have done their research they form new groups with students that used other information sources and share and compare their information.
- ◆ There should then be some product as the end result of this sharing of information which could take the form of a group report or presentation of some kind.

CBLT – why?

- ◆ It can make learning a language more interesting and motivating. Students can use the language to fulfil a real purpose, which can make students both more independent and confident.
- ◆ Students can also develop a much wider knowledge of the world through CBLT which can feed back into improving and supporting their general educational needs.
- ◆ Taking information from different sources, re-evaluating and restructuring that information can help students to develop very valuable thinking skills that can then be transferred to other subjects.
- ◆ The inclusion of a group work element within the framework given above can also help students to develop their collaborative skills, which can have great social value.

Content and Language Integrated Method

- ◆ **Good practice at Penllergaer School - Anna Edwards**
- ◆ <http://www.cyrsiausabothol.cymru/experiences-on-course>

CBLT – any problems?

- ◆ Because CBLT isn't explicitly focused on language learning, some students may feel confused or may even feel that they aren't improving their language skills.
- ◆ Particularly in monolingual classes, the overuse of the students' native language during parts of the lesson can be a problem. Because the lesson isn't explicitly focused on language practice students find it much easier and quicker to use their mother tongue.
- ◆ It can be hard to find information sources and texts that lower levels can understand. Also the sharing of information in the target language may cause great difficulties.
- ◆ Some students may copy directly from the source texts they use to get their information.

CBLT

Patsy Lightbown

<https://www.youtube.com/watch?v=mKLNZl0ta-k>

Lightbown & Spada

– an interview

- ◆ Authors of 'How Languages Are Learned'.
- ◆ <https://www.youtube.com/watch?v=pxMpgcIkfOo>

CBLT

You can download further information here:

<https://elt.oup.com/teachers/cblt/?cc=gb&selLanguage=en>

Learning vocabulary in context – the theory

- ◆ Providing several exposures to new words enables knowledge of the words to grow. A single exposure: not enough for learning a new word.
- ◆ Nation (1990) → Learners need to be involved in 5-16 repetitions in order to learn a new word.
- ◆ Herman et al. (1987) → The probability of learning a word from context after a single exposure is only 0.05%. Repeated encounters with target words can expand word meanings and illustrate new associations with that word.
- ◆ Rott (1999) examined the effect of exposure frequency on intermediate learners' incidental vocabulary acquisition: six exposures produced significantly more vocabulary knowledge than two or four exposure frequencies.
- ◆ A content-based approach provides recurring exposure to new vocabulary.



ECAD6006C

Assignment

Part A



Submission deadline:

12/02/18

Return: 13/03/18



40% - 2000 words

- ◆ Critical response to an article that provides evidence of sound knowledge and understanding of themes related to the teaching of Welsh in the English-medium sector.

40% - 2000 words

- ◆ Critical response to an article that provides evidence of sound knowledge and understanding of themes **related to** the teaching of Welsh in the English-medium sector.

The Article

Allan B.I. Bernardo and Marianne Jennifer M. Gaerlan

Non-Native English Students Learning *in* English: Reviewing and Reflecting on the Research.

COMMON ASSESSMENT AND MARKING CRITERIA FOR THIS ASSIGNMENT

Level 6

Assessment Criteria Descriptors for BA Primary Education with QTS

This format emphasizes the holistic nature of judgements to be made by markers. Criteria weighting is adjusted for each module.

	0-39 (F)	40-49 (P)	50-59 (P)	60-69 (P)	70-79 (P)	80-100 (P)
	Poor / Weak F	Satisfactory 3rd	Good 2:2	Very good 2:1	Excellent 1 st	
Assessment Criteria	Poor, superficial, unsystematic, incomplete and/or inaccurate	Satisfactory understanding of main issues demonstrated	Good understanding demonstrated with some analysis	Very good understanding of basic principles and relevant evidence, with a coherent and logical argument	Thoughtful answer informed by wider reading, showing clarity of thought and personal insight	Outstanding answer, well written, highly structured and informed, showing striking personal insight and originality
Module Learning Outcomes matched to:	0-11	12-14	15-17	18-20	21-23	24-30
Subject Knowledge and Understanding (Conceptual)	Basic misunderstanding, misconceptions, misinterpretations and/or superficial knowledge in places	Overall satisfactory knowledge of the material with some application	Good overall knowledge of key issues with evidence of understanding and application	Very good knowledge of all key issues and wider implications	Excellent knowledge of key issues, concepts and arguments	Authoritative, full understanding of key issues, concepts and arguments
	(Reading)	Some inappropriate literature/material with limited reading range and lack of accuracy	Satisfactory range of reading drawn from the recommended list and other sources	Good range of reading drawn from the recommended list and other sources	Very good range of relevant literature from a variety of sources beyond recommended list	Clear evidence of independent thinking informed by an excellent range of reading from a variety of sources
Intellectual skills (argument)	0-11	12-14	15-17	18-20	21-23	24-30
	Argument is weak, little attempt to present differing viewpoints. Generally too descriptive	Argument is balanced with differing viewpoints	A good, balanced argument is presented with viewpoints justified	A very good argument is presented with careful consideration of viewpoints	A critical argument is presented with thoughtful consideration of viewpoints	A highly-structured critical argument is presented with evidence of synthesis of viewpoints
	(presentation of findings/analysis)	Findings presented within incomplete descriptive framework and few or inaccurate conclusions are drawn	Findings presented in a developing framework with weak conclusions	Findings presented with some analysis and justified conclusions	Findings presented and analysed with some criticality with conclusions based upon evidence presented	Findings presented in a critical and analytical framework. Thoughtful conclusions, firmly based upon the evidence presented
	(critical /reflective evaluation)	Lack of evidence of evaluation and/or critical reflection	Satisfactory critical evaluation of study; satisfactory reflection	Good critical evaluation of work with good evidence of reflection	Very good critical evaluation of work with good evidence of reflection	Thoughtful critical evaluation informed by very good reflection
Pedagogic and Professional applications (linking theory and practice)	0-11	12-14	15-17	18-20	21-23	24-30
	Superficial or lack of understanding of pedagogic and professional context(s)	Satisfactory evidence of engagement and understanding with respect to the pedagogic and professional context(s)	Good evidence of integration of theory and practice with respect to the pedagogic and professional context(s)	Very good integration of theory and practice with respect to the pedagogic and professional context(s)	Excellent integration of theory and practice with respect to the pedagogic and professional context(s)	Sophisticated integration of theory and practice with respect to the pedagogic and professional context(s)
Professional	Little or no evidence of	Satisfactory evidence of	Good evidence of	Very good evidence of	Excellent evidence of	Outstanding evidence of

Writing a Critical Review

What is a Critical Review?

A critical review is a detailed commentary on a text, and it evaluates the strengths and weaknesses of the ideas and content presented. It provides description, analysis and interpretation that allow readers to assess the article's value. The reviewer must present information that will allow the reader to make a value judgement about the article.

What is meant by 'critical'?

To be critical does not mean to criticise in an exclusively negative manner. To be critical of a text means that you question the information and opinions in the text, in an attempt to evaluate or judge its worth overall.

What is meant by 'evaluation'?

An evaluation is an assessment of the strengths and weaknesses of a text. You have to understand the purpose of each section of the text, and be aware of the type of information and evidence that are needed to make it convincing, before you can judge its overall value to the

Before you read the text

- What does the title lead you to expect about the text?
- Study any sub-headings to understand how the author organised the content.
- If it is a journal article, read the abstract for a summary of the author's arguments.
- Study the list of references to determine what research contributed to the author's arguments. Are the references recent? Do they represent important work in the field?
- If possible, read about the author to learn what authority he or she has to write about the subject.

Reading the text: Points to consider

Read the article carefully.

- Who is the intended audience?
- What is the author's purpose? To survey and summarise research on a topic? To present an argument that builds on past research? To refute another writer's argument?
- Does the author define important terms?
- Is the information in the text fact or opinion? Does the information

Plan and write the first draft

The **first paragraph** may contain:

- the author's purpose in writing the article
- comments on how the article relates to other work on the same subject
- information about the author's reputation or authority in the field

The **body** of the review should:

- summarise the text to its main points and most important ideas;
- focus on points within the article that you think are interesting;
- state your arguments;
- include quotations from the article which illustrate your main ideas.

Summary language

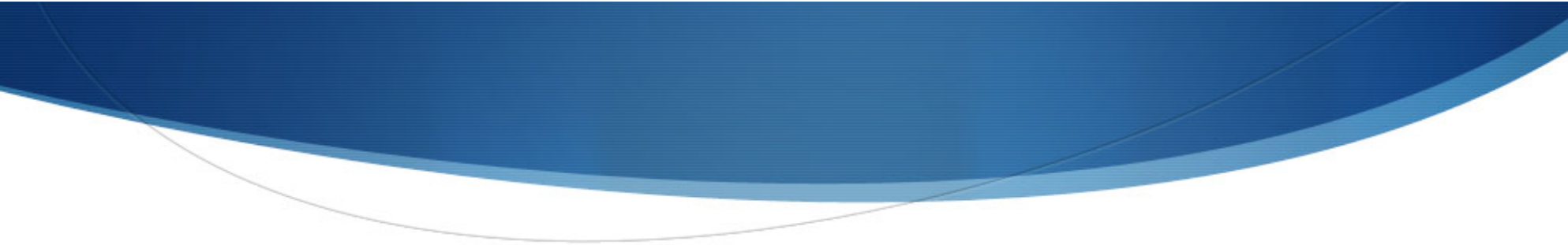
- This article is divided into two / three parts. First...
- While the title might suggest...
- The tone appears to be...
- The third claim is based on...
- The author challenges the notion that...
- The article begins with a short historical overview of...
- Numerous authors have recently suggested that...(see Author, Year; Author, Year). *Author* would also be once such author. With his / her argument that...

The **concluding** paragraph may:

- summarise your review;
- Restate your overall opinion of the text;
- Briefly present recommendations.

Conclusion language

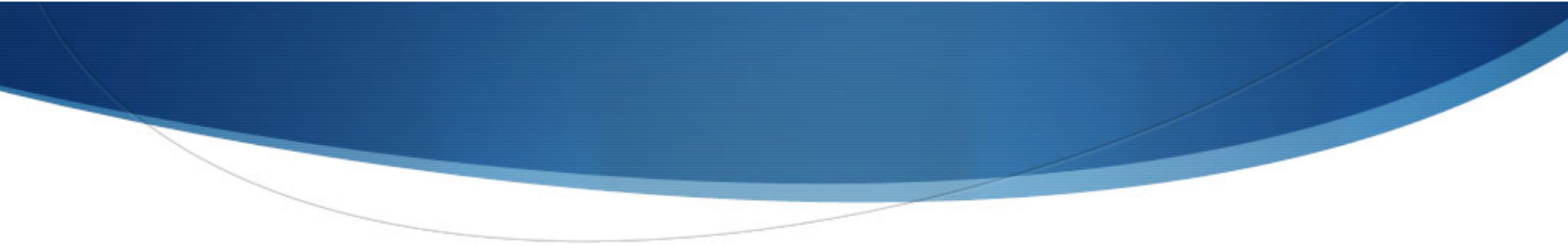
- Overall this article is an analytical look at...which, within the field of..., is often overlooked.
- Despite its problems, *Title* offers valuable theoretical insights /



You might answer the following questions:

Is this topic important in the context of the teaching and learning of Welsh? If so, why?

Is there relevant documentation / policy / curriculum in Wales that backs up your views?



Writing Critically

If you have been told your writing is not critical enough, it probably means that your writing treats the knowledge claims as if they are true, well supported, and applicable in the context you are writing about. This may not always be the case.

Example extracts from a critical review

In these two examples, the extracts refer to the same section of text.

Example A

- ◆ There is a strong positive effect on students, both educationally and emotionally, when the instructors try to learn to say students' names without making pronunciation errors (Kiang, 2004).

Example B

- ◆ Kiang (2004) gives various examples to support his claim that “*the positive emotional and educational impact on students is clear*” (Kiang, 2004:210) when instructors try to pronounce students’ names in the correct way. He quotes one student, Nguyet, as saying that he “*felt surprised and happy*” (Kiang, 2004:211) when the tutor said his name clearly. The emotional effect claimed by Kiang is illustrated in quotes such as these... Overall, he provides more examples of students being negatively affected by incorrect pronunciation, and it is difficult to find examples within the text of a positive educational impact as such.

Student example



ITIA6004C

13/03/17

'In Praise of Incidental Learning: Lessons from Some Empirical Findings on Language Acquisition'
A Critical Response

This assignment aims to provide a critical response to the article 'In Praise of Incidental Learning: Lessons from Some Empirical Findings on Language Acquisition' (Elley, 1997), this article is a presentation of the authors findings in comparison with other research in relation to the acquisition of vocabulary and grammar, and how language learning is best achieved, with a focus on incidental learning. The author, Dr. Warwick B. Elley is Emeritus Professor of Education at the University of Canterbury, New Zealand, where he researches the literacy acquisition of first and second language learners (Langer, 1997 cited in Elley, 1997), therefore the author has great authority in this field. The title of the text suggests that the author is bias regarding incidental learning, the article is predominantly based on the author's own findings and research, with links to other research to add validity to findings. However, as the research is mainly the authors, there could be an element of bias in the findings as if the author holds a particular view point, this could influence the results obtained. Nonetheless, Elley (1997) acknowledges that the results of research are not definitive due to a degree of artificiality and uncertainty in the tasks carried out, stating that it provides more of an insight and an alternative perspective rather than absolute fact.
