Teacher knowledge and competencies for effective CLIL in multilingual education settings

Dieuwerke (Dee) Rutgers, Ph.D.

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British Council ELT Webinar

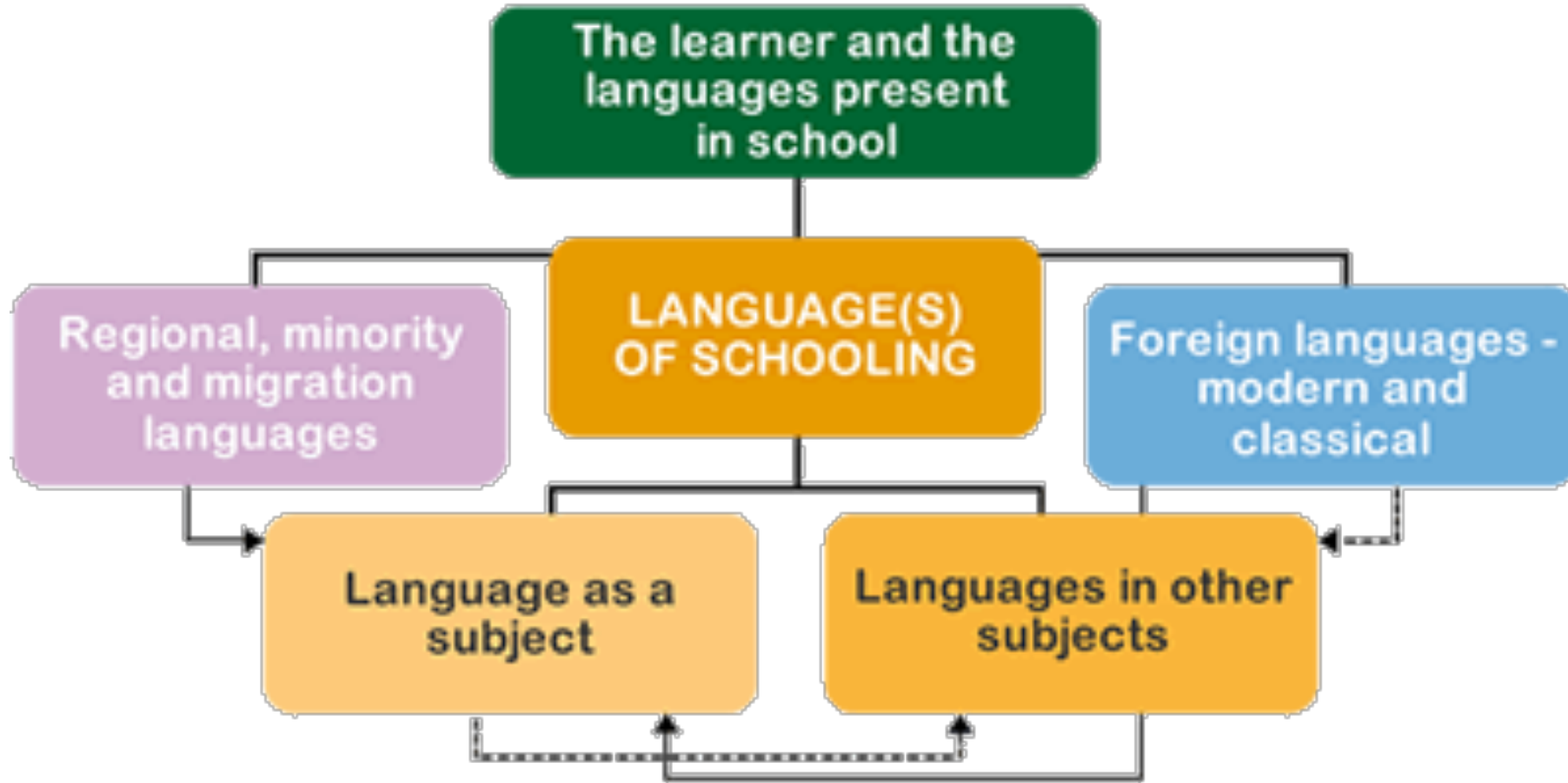'CLIL and EMI – from Schools to Higher Education'

Collaborators

- **Utrecht University of Applied Sciences**
  - Prof. Rick de Graaff
  - Dr Catherine van Beuningen

- **University of Cambridge**
  - Dr Linda Fisher

- **Earlybird Rotterdam**

eight
amazing & dedicated
primary school teachers
from the UK and the
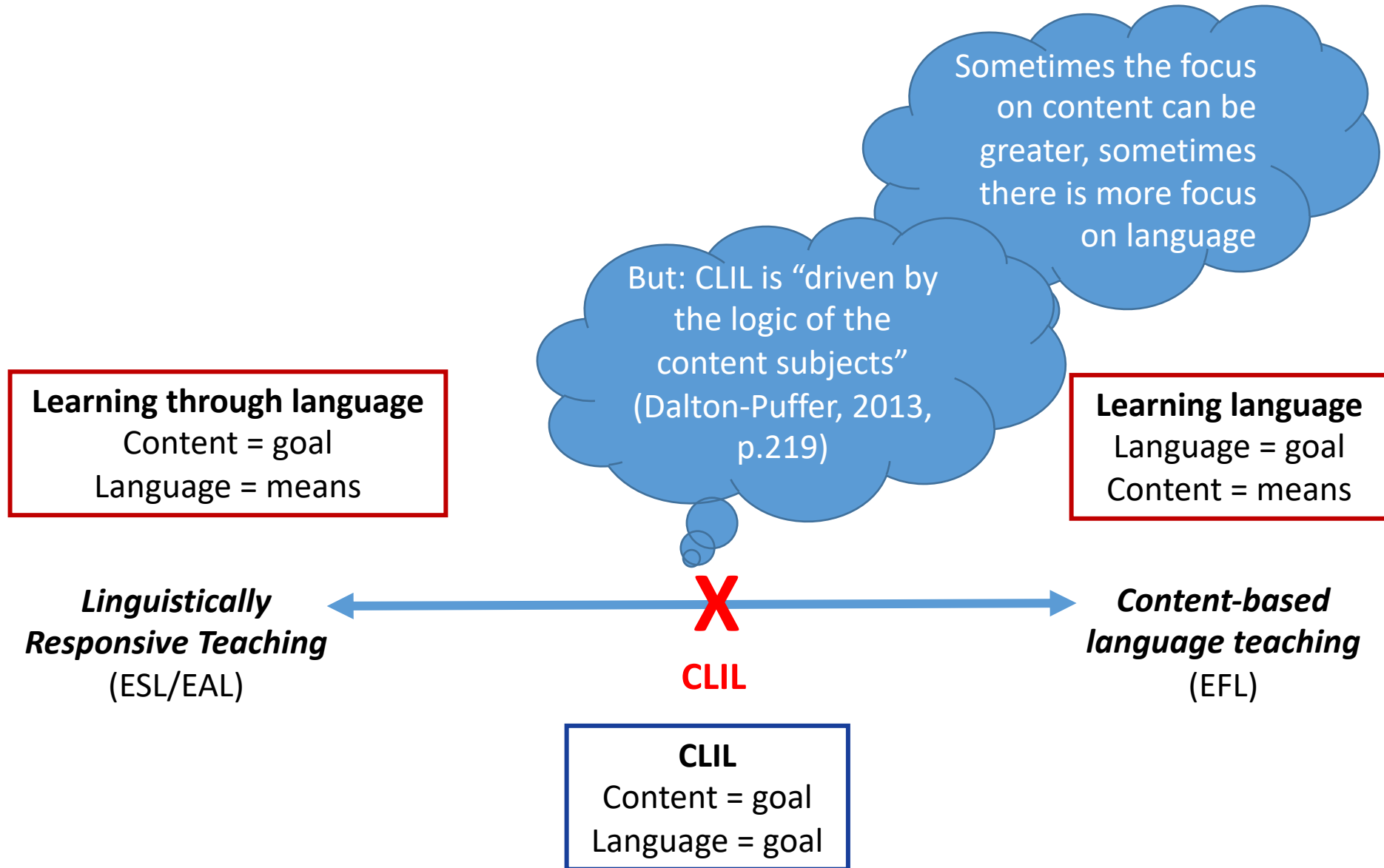Netherlands!!

Language in Education

Why CLIL?

- Increases the time spent on foreign language learning without decreasing time spent on other subjects.

- Greater command of the target language

- Learning language through content (i.e. meaningful context) can be more motivating for students.

- A stronger integrated focus on language within mainstream classes may ease the transition from sheltered/pull-out to mainstream for e.g. ESL/EAL students.
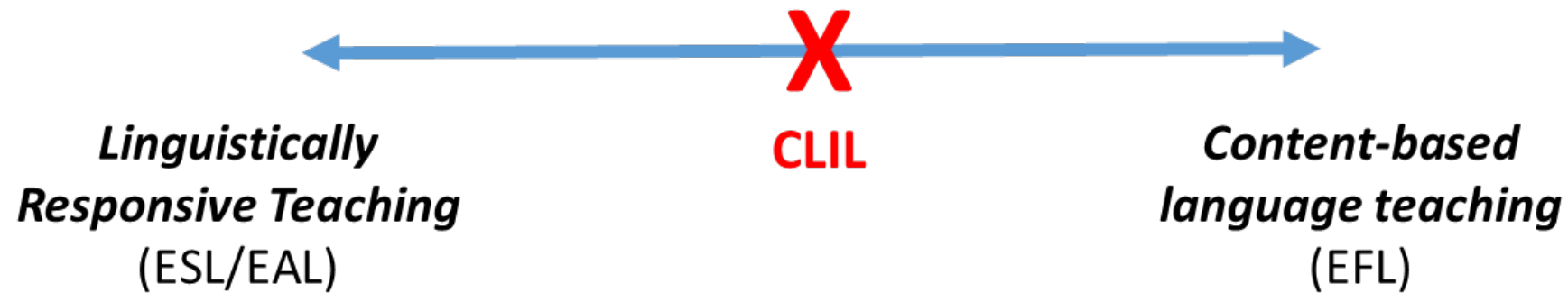
CLIL as an umbrella term

- Bilingual and immersion education
- Content and language classes
- Translanguaging or target language only
- Educational setting:
  - Foreign languages
  - Language of schooling for second language learners
  - Language of schooling for everyone?
- Pedagogical approach:
  - Focus on language in content teaching
  - Focus on content in language teaching?

CLIL as an *umbrella* term

Sometimes the focus on content can be greater, sometimes there is more focus on language

But: CLIL is "driven by the logic of the content subjects" (Dalton-Puffer, 2013, p.219)

Learning through language
Content = goal
Language = means

Learning language
Language = goal
Content = means

X

Linguistically Responsive Teaching
(ESL/EAL)

CLIL

Content-based language teaching
(EFL)

CLIL
Content = goal
Language = goal

*CLIL as an **umbrella** term*

X

CLIL

*Linguistically
Responsive Teaching*
(ESL/EAL)

*Content-based
language teaching*
(EFL)

Content-driven

Language-driven

"Conceptual sequencing" -->
"Different stages, different
discourses"
(Ball, Kelly & Clegg, 2015)

CLIL as an umbrella term

CLIL makes us think about:

- What opportunities for language learning does a content lesson offer that a language lesson may not? What are the benefits if we look at language learning through the lens of content learning?

- How might content learning benefit from a focus on language learning? What (understanding of) language do students need to 'be a scientist/historian/etc'?

CLIL does NOT replace dedicated language classes

CLIL as *multilingual*

CLIL as multilingual

If we accept that CLIL is...
- *Content through (an additional) language*
- *Language through content*

Then we need to acknowledge that CLIL is...
- *Multilingual*

a learner's knowledge and skills – as crucial to learning – can be connected across a range of linguistic resources and repertoires (L1, L2 or other).
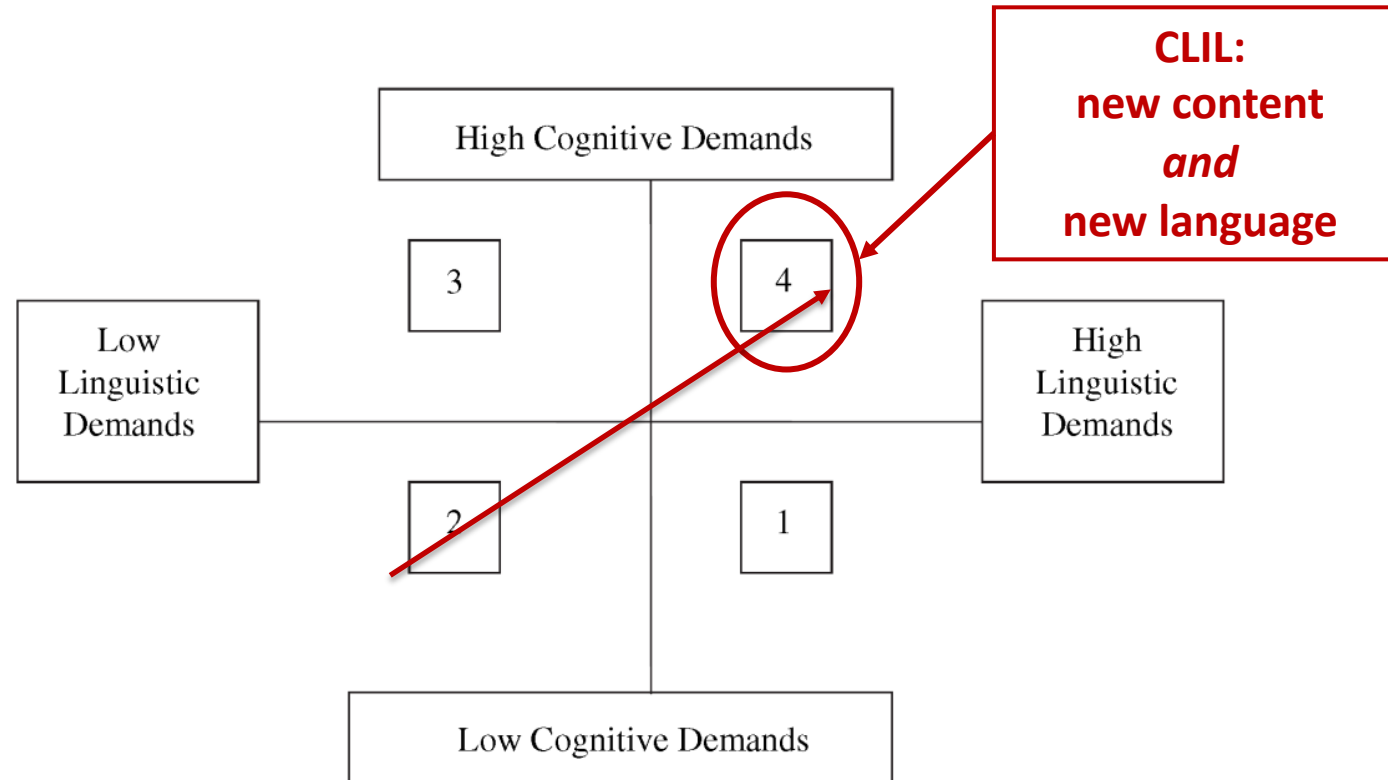
CLIL in theory and in practice

Figure 3 The CLIL Matrix
Adapted from Cummins (1984)

Boxes in matrix:
- High Cognitive Demands (top)
- Low Cognitive Demands (bottom)
- Low Linguistic Demands (left)
- High Linguistic Demands (right)
- Quadrants: 3 (top-left), 4 (top-right), 2 (bottom-left), 1 (bottom-right)

CLIL:
new content
and
new language

From: Coyle (2007)

CLIL in theory and in practice

Figure 3 The CLIL Matrix
Adapted from Cummins (1984)
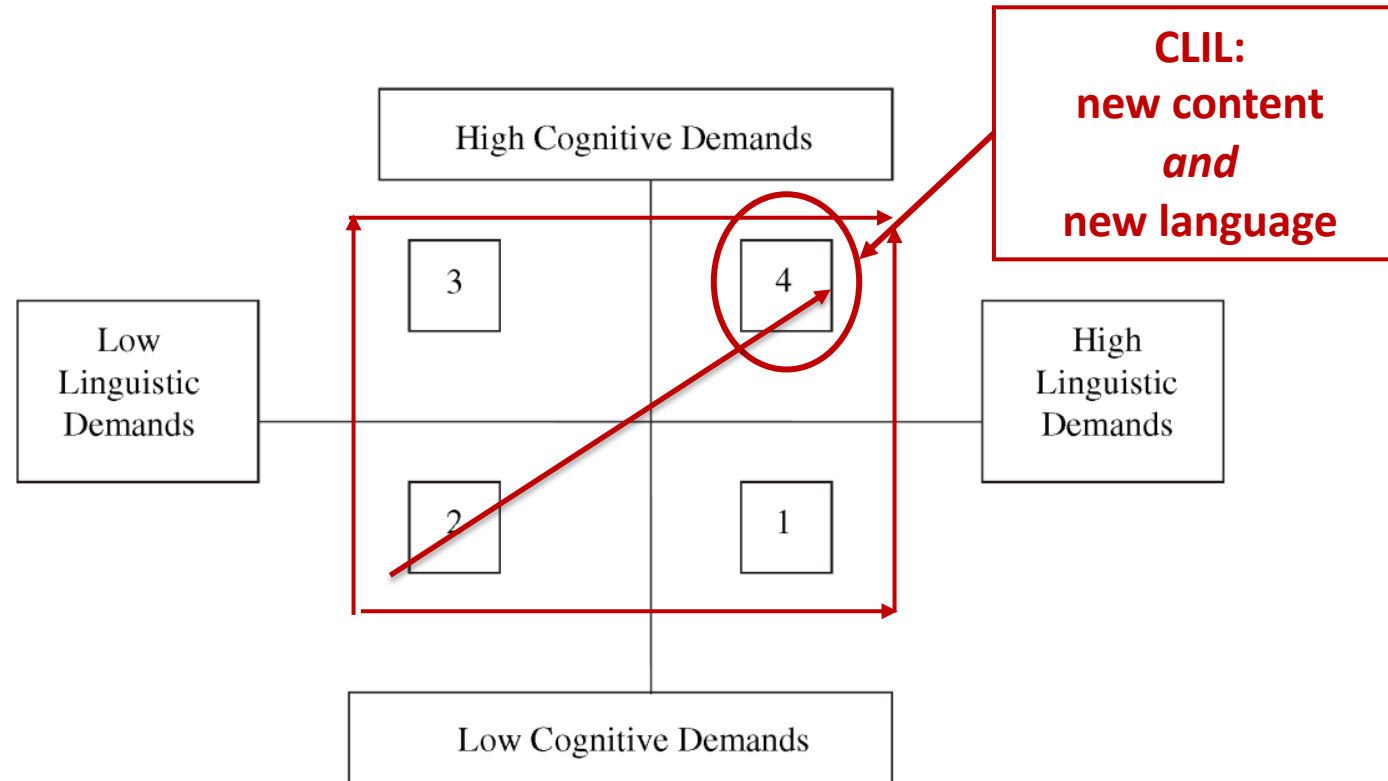
From: Coyle (2007)

CLIL in theory and in practice

Advantages abound, but …

ELTRA project

Research questions:

- What are the 'tasks' of integrated teaching in multilingual classrooms? What do teachers (need to) do to integrate content and language learning in multilingual classrooms?

- What knowledge is required by teachers in order to increase their effectiveness in integrating content and language learning in multilingual classrooms?
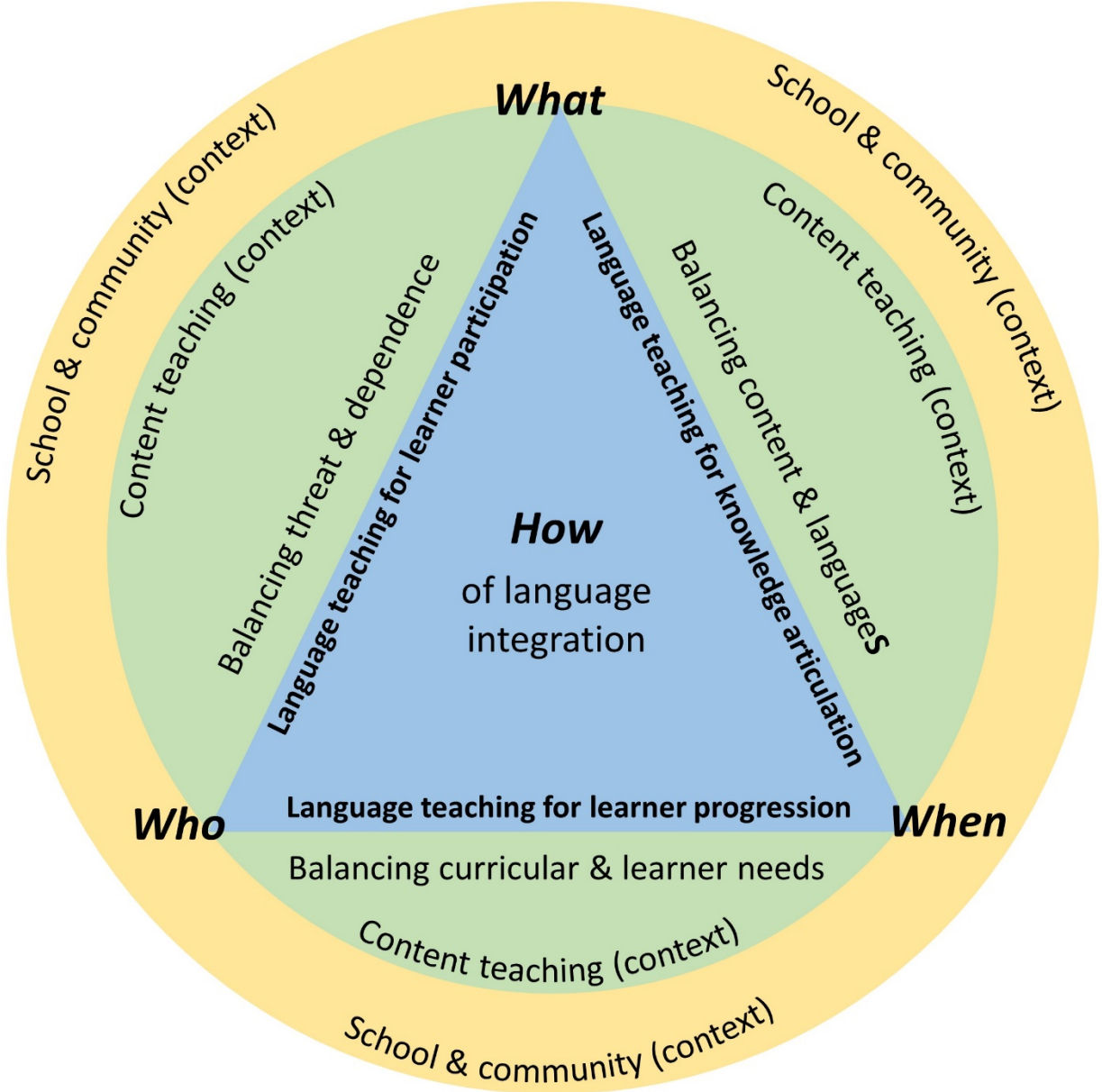
ELTRA project methods

INTERVIEWS with CLIL TEACHING WALL

Adapted from Koopman, Skeet & de Graaff (2014**)**
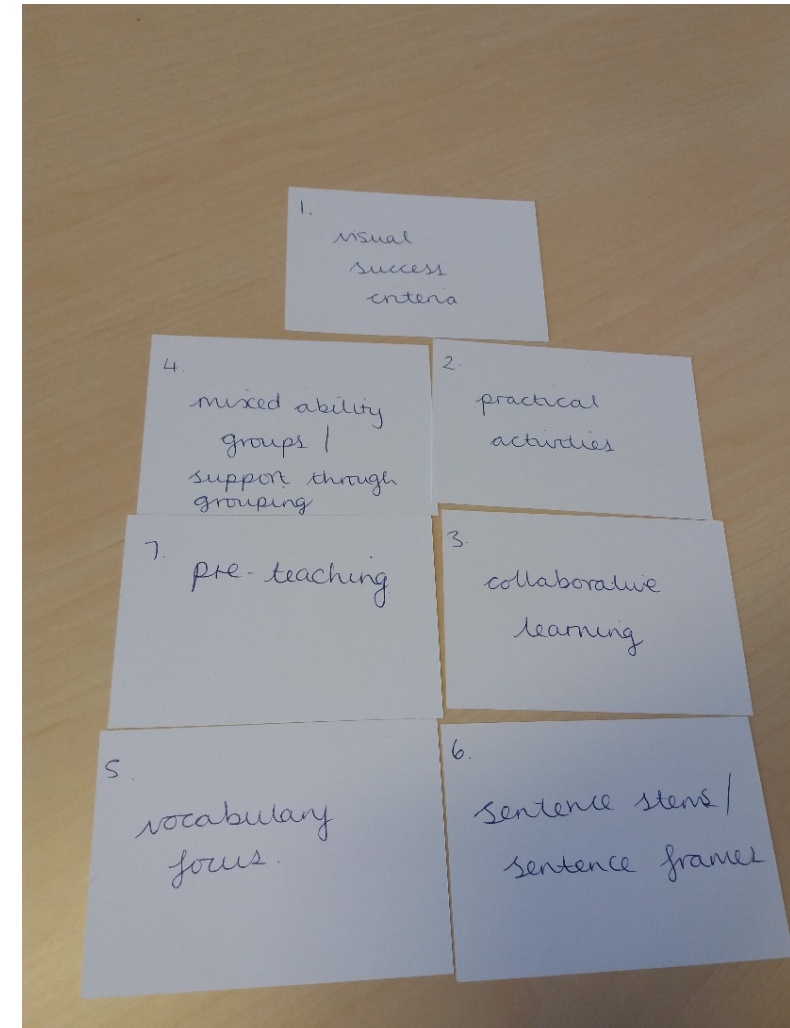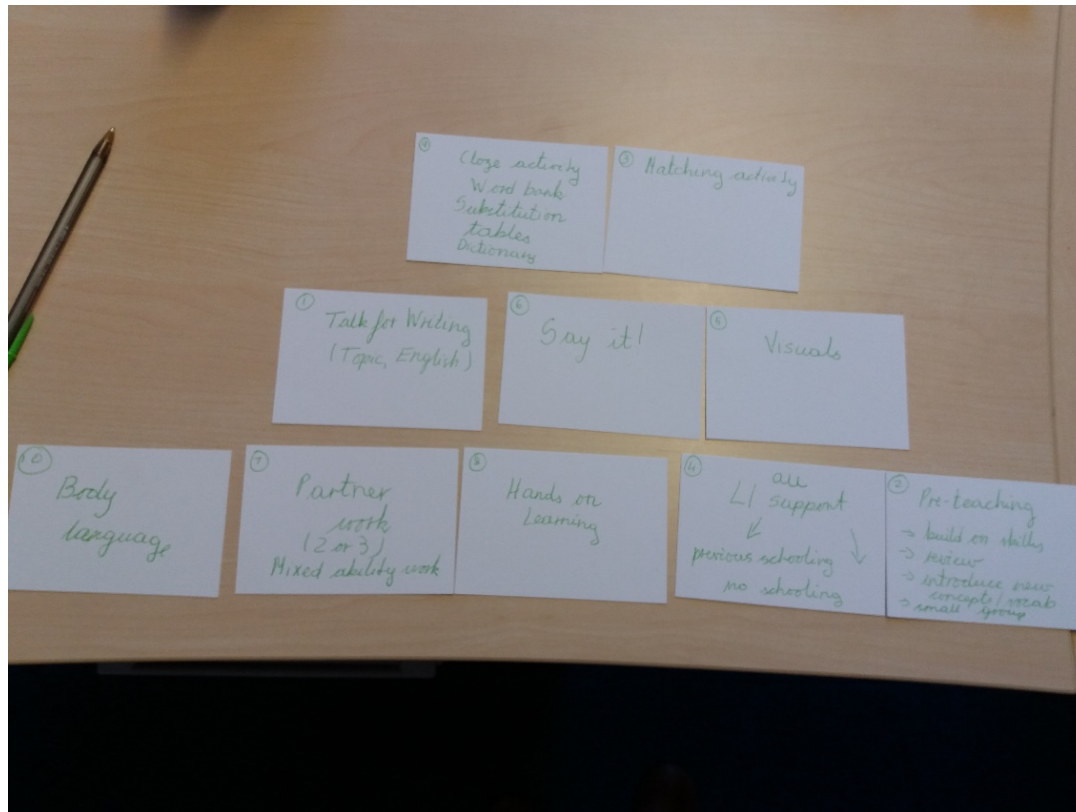
A framework of teacher knowledge for CLIL

What did the teachers tell us?

Key Message 1: WHAT

- Language fulfils **various roles** in content learning, and integrated language teaching needs to **target each of these roles** (NOT just technical language!)

What did the teachers tell us?

Content-language knowledge for CLIL ('academic language')

And it was funny, it was a question about fractions, the child knew the fractions, but the child **didn't understand the word 'shade', they didn't understand 'draw' or 'look at the table', the table as the table, which is such a classic misconception**. And then there was really eh, **culturally-based question** about soap operas, Eastenders, things like that. She thought it was about the soap bar, not about the movies, the films**. And there were some, **completely not even maths-related vocabulary that then threw them up**. So I think **with those, is more academic language.**

Percentage	Fraction	Decimal
100%	1	1
75%	3/4	0.75
66.66%	2/3	0.66
50%	1/2	0.50
33.33%	1/3	0.33
25%	1/4	0.25
20%	1/5	0.20
12.5%	1/8	0.125
10%	1/10	0.10
5%	1/20	0.05
2.5%	1/40	0.025

'Content compatible language'

(Snow, Met & Genesee, 1989)

What did the teachers tell us?

Pedagogical content-language knowledge for CLIL

- Opportunities to talk, […], they have lots of opportunities **just to talk**, so they learn from different models of language as well, and then from each other.   **Social and exploratory talk**

- Yeah I think that's all about **clear instruction on responses**. I'd say I want you to speak for two to three full sentences - like they're aware that they have to when they talk to their partner, they've got to actually talk about the work. And they know they have to speak for that length of time without sort of – that, high challenge.   **Metatalk**

- But yeah, facial expressions, body language, they **can join in with the routines** and can start to learn the **basic communication skills** quite quickly just by making sure I'm doing all of the right bodily cues I suppose.   **Organisational talk**   (Moate, 2011)

What did the teachers tell us?

Pedagogical content-language knowledge for CLIL

So much scaffolding comes into play then. Because **you have to constantly create your language**.

So [...] you look at the content of this lesson and the topic, and you think, okay maybe I will need to teach myself a little bit about that and read, but you read it and then you present it and you think like well it's obvious **I understand that**. But then you **forget that this is usually very specific technical vocabulary**.

So you have to use it **even simpler, and simpler terms to describe it**. And I think this is where you start actually seeing that they understand it. So obviously, **comparing it, but also making it easier and easier, and then making it more difficult**.

Pedagogic talk

(Moate, 2011)

Key Message 2: WHO

- What language to focus on is not just determined by the content being learned, but also **by the learner** doing the learning (i.e. emergent language)

- Beyond balancing content and language, teachers need to balance any **threat to learner confidence** with the learner's **need for linguistic independence**

What did the teachers tell us?

Knowledge of CLIL learners

- I think **it's probably confidence**. I think for those pupils that arrive maybe on day one with no English at all, for them they could've been the most high ability pupil in the class in their mother tongue, and they all of a sudden find themselves in a setting where they're maybe the opposite end of the class and that can do a lot of damage! In terms of confidence. You know I've seen it over the years and **pupils have actually gone into their shells.**

- Oh well yeah that definitely, **be more safe** because they're **stepping out of their comfort zone**, lots of kids. And if they're not very good at English then, yeah, I've gotta make sure that they **still feel valued** […]. **When you've got that basis there then you can do all the teaching**, yeah.

What did the teachers tell us?

Knowledge of CLIL learners

They need to be independent. But you just think, oh they can't, they can't do it, they can't do it, they can't speak. Yes, but – and **they will get things wrong. And it's fine. But if they never try?** It's just giving that opportunity but give them, give them something, or model, like I put that cloze activity. You know you don't need a paragraph, it could be a sentence or two. Or they match, it means they understood the new words, understood what you meant. Can they use that sentence? Can they use like a substitution table that I put. Can they match? Can they use the same sentence construction to formulate their own ideas? So I think is just **when you choose, you just need to think what is the purpose?** What do I need out of this? **How would they help them to build up their language skills?**

Balancing of threat and dependence

What did the teachers tell us?

Key Message 3: WHEN

- When to focus on language involves a delicate **balancing** of **curricular** and **learner needs** to ensure **learner progression**

- What language to focus on also depends on what language learning (L1, L2, Lx) happens **outside of the content classroom**

What did the teachers tell us?

Integration knowledge for CLIL

- As we say you need to plan for your lessons, so it's the whole class teaching of course is majority of them so you will need to expose and **they need to be exposed**, but if it's a small group work you just **have to adapt it and tailor to their needs so they benefit something**.

- No, they are not all at the same language level, but the materials I offer and the activities I do are the same for everyone. Everybody participates in everything, **I do not have separate instruction groups. […] But I do try, during my instruction serve the different levels.** Through the kinds of questions I ask. Or offering a slightly different context to those children that didn't get it first time around. In-depth questions for those that are a little further. In these ways, I do try to incorporate that in my practice. **Also, so that they get there together, that they can help each other.**

What did the teachers tell us?

Integration knowledge for CLIL (multilingual)

- It definitely is **a balance**, because I would try when they first came into a lesson or first joined a class to be sat with someone so it's not intimidating it's not overwhelming, but I would aim not to sit them with that child every day, every lesson. Because, A it's not healthy for both of them, but also […] **if they're always with that same child, they're always listening to that home language, they're never really going to even attempt to think about what's happening around them or listening into what's happening around them.** So I think it is quite a delicate balance between the two.

Balancing content and languageS

What did the teachers tell us?

Integration knowledge for CLIL (multilingual)

- But it would**, it would hugely depend on what we were doing**, so if it's a brand new subject or a brand new concept in Science for example, I probably would give them that language support so they can at least discuss what they know with somebody else. And then, as it moves on through the lessons, **once I can see what they know, observed what they know, and then we're starting to think about writing or saying things**, then I would probably reduce that support a bit more.

Balancing content and languageS

What did the teachers tell us?

Integration knowledge for CLIL

- Because if they can just name numbers up to twelve in their language, would you expect that in English? **Could be, because they watch lots of Youtube you know, and playing games online**, but academically? [...] I think just **understanding the background of the child, academic and social, is very important.**

What did the teachers tell us?

Integration knowledge for CLIL

- You see, **my advantage is that I teach them English in the morning, so I know what I can expect from the children** in terms of vocabulary and grammar, and which sentences they can and cannot write or understand. That is quite a bit harder for my colleagues.

- I think having a good understanding of the grammar and vocabulary objectives, and potentially spelling objectives of the year group, but also **the teachers being able to confidently look back** at, y- you might have a year six teacher, for example, that's never taught in key stage one. [...] Yeah for, for a year six teacher to be able to look back at the year one objectives [...] I think it's a big part of it, so I suppose for teachers to [...] **understand where to look to find the next objective for that pupil.**

A framework of **teacher knowledge** for CLIL
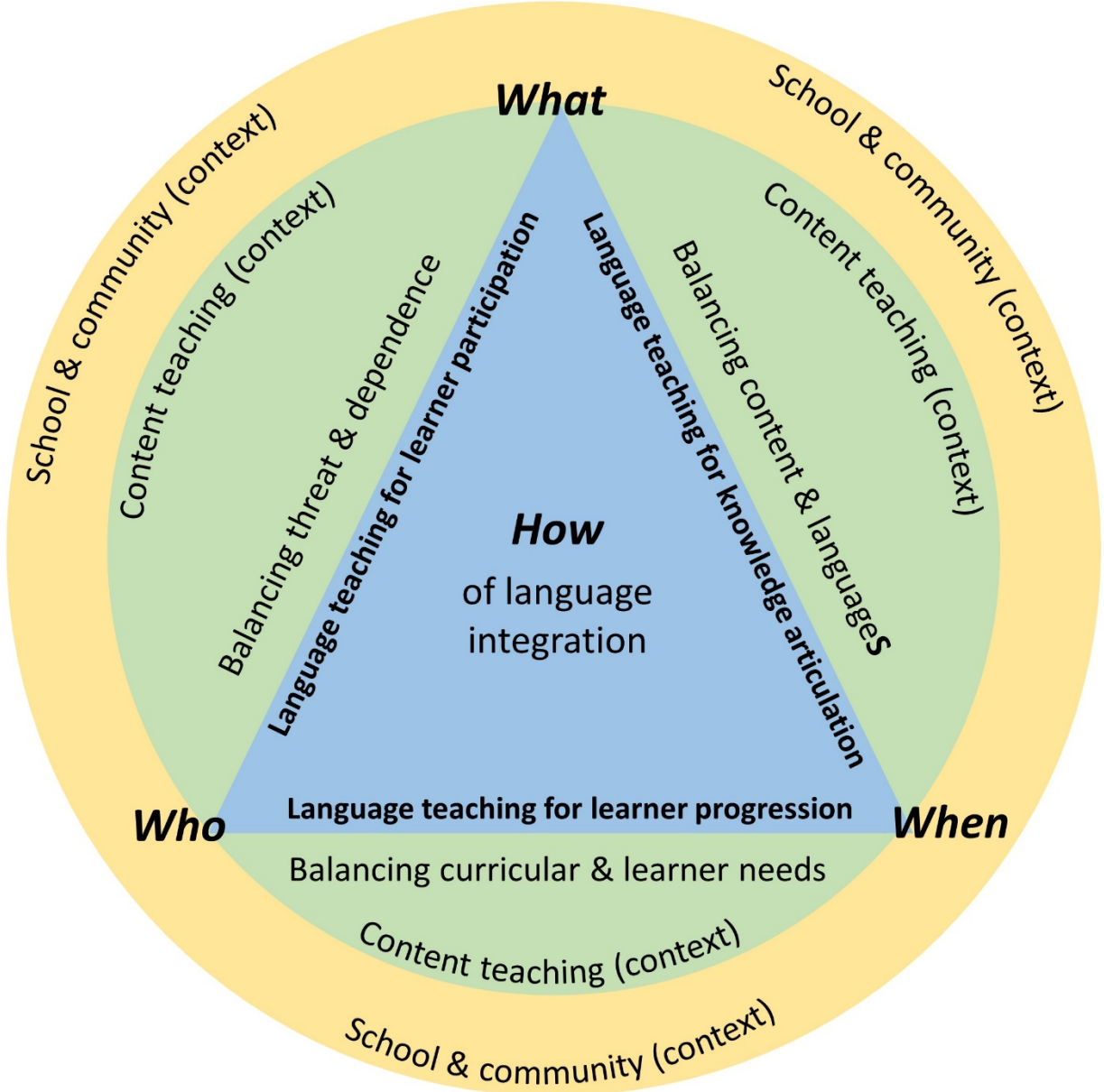
Key message 4: HOW

Pillar 1: Language teaching for learner participation.

1. Give context to new knowledge
2. Stimulate and support interaction for equal participation
3. Provide learners with the means and strategies to be(come) linguistically independent.
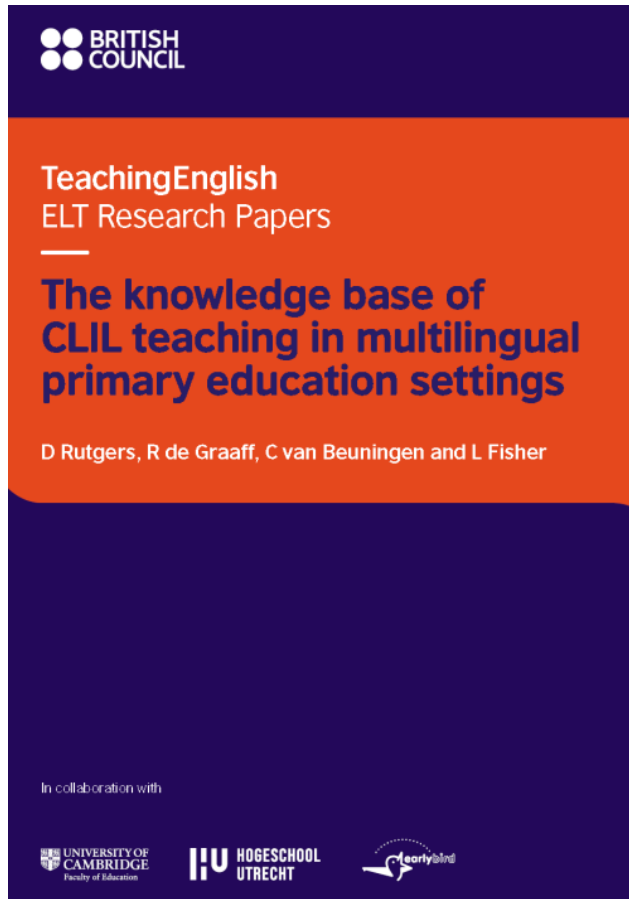
Pillar 2: Language teaching for knowledge articulation

4. Adapt instruction for access to content and language
5. Guide knowledge articulation as knowledge application

Pillar 3: Language teaching for learner progression

6. ongoing integrated assessments
7. differentiation for language as well as content
8. the sequencing of learning for language as well as content

Want to know more?

BRITISH COUNCIL

TeachingEnglish
ELT Research Papers
—

The knowledge base of CLIL teaching in multilingual primary education settings

D Rutgers, R de Graaff, C van Beuningen and L Fisher

In collaboration with

UNIVERSITY OF CAMBRIDGE
Faculty of Education

HU HOGESCHOOL UTRECHT

earlybird

Appendix: Good CLIL practice summary box

How do you teach language for learner participation in content lessons?

1. *Give context to new content and language knowledge*

- State your content objectives clearly and review these with learners, including for language (provide, for example, visual scaffolding where needed).
- Provide practical examples, and ask learners to provide examples.
- Use visuals and physical objects that learners can manipulate (hands-on activities).
- Plan activities/tasks to explore what learners already know and want to know about subject matter content and content-language, including:
  » using, and asking learners to use, visuals and visualisation of their knowledge
  » comparing target and home/everyday languages, cultures and concepts
  » a focus on word meaning, form and use, and on word stems, definitions, synonyms and antonyms in order to enhance depth of vocabulary learning alongside breadth (Hadley, Dickinson, Hirsh-Pasek & Golinkoff, 2019).
- Remember to place previously targeted vocabulary/language features in a new context for depth of learning, both within and across lessons.

2. *Stimulate interaction for equal participation in content lessons*

- Use variation in interaction (whole class/small group/individual).
- Set rules for collaborative work and for expert talk within it.
- Random turn distribution as part of the normal classroom routine (e.g. 'no hands-up'/lollipop sticks/deck of cards).
- Give learners time to plan and practise their answers.
- Encourage learners to ask questions and listen to each other.
- Allow learners to make mistakes by rewarding (imperfect) contributions through accepting, paraphrasing, repeating, asking other learners' attention for contributions, or the teacher making mistakes to show what learning is.
- Ask learners to reformulate, paraphrase or elaborate their answers.
- Extend learner turns, e.g. by avoiding closed questions and asking follow-up questions.
- Use joint picture matching and ordering tasks to create opportunities to talk (about content).
- Seat learners with good models in the home or target language depending on your objectives.

3. *Providing learners with the means and strategies to become linguistically independent*

- Use visual success criteria to help learners self-assess, connect learning across lessons, and develop a growth mindset.
- Use bilingual dictionaries, posters and signs, multilingual word walls and cognate charts, including learners' past language work.
- Model the use of dictionaries and thesauruses to foster a love of words.

https://www.teachingenglish.org.uk/article/knowledge-base-clil-teaching-multilingual-primary-education-settings

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