



# CLIL: Content and Language Integrated Learning

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**English Matters Programme  
Madrid, 05 -16 of July 2021**





# European Dimension People & Countries



Spain

Italy

Greece

Czech Republic

Poland

Ireland

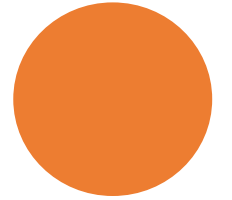
UK



# Promoting Intercultural Learning and the European Dimension in Education


## KEY ASPECTS OF ENGLISH MATTERS' PROGRAMME

- European Dimension & Erasmus+ Spirit: openness – connectedness – sharing – networking
- Field Projects: “Contexts4Content” Approach to cultural, historical, geographical, social experiences
- Professional Development: Reflection on learning
- Planning classes for CLIL
- Building your CLIL Portfolio
- Teachers roles; Thinking Skills; ICT for CLIL
- Dissemination of learning into teaching practice and among educational Community



# Contexts4 Content

## Seminars

- Fundamentals of European Dimension
  - Images of Spain, cultural heritage
  - Madrid of The House of Austria
  - Museo del Prado: Highlights of Spanish art
  - Visit of Toledo, the cradle of three cultures
  - Dissemination strategies
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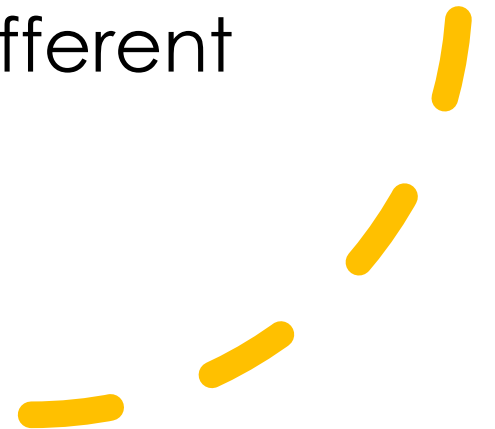
# What do we know about CLIL?

Is CLIL...

✓ about learning a new language quickly?

✓ a method for thinking in English or another language?

✓ an approach with many different methodologies?




# What are the benefits of CLIL?

What the experts say

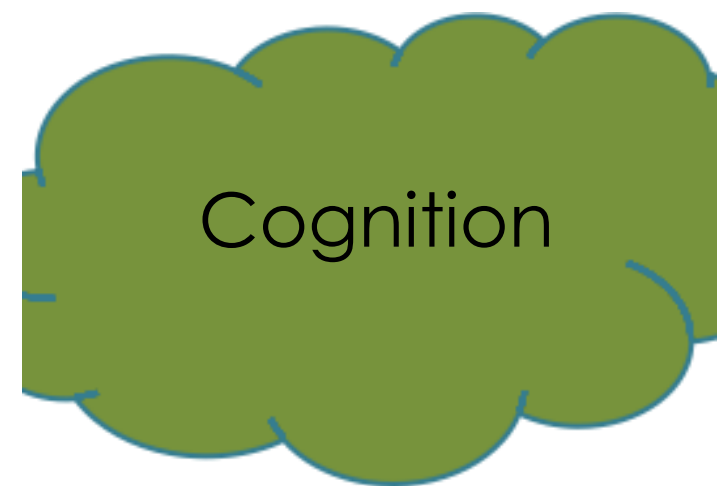
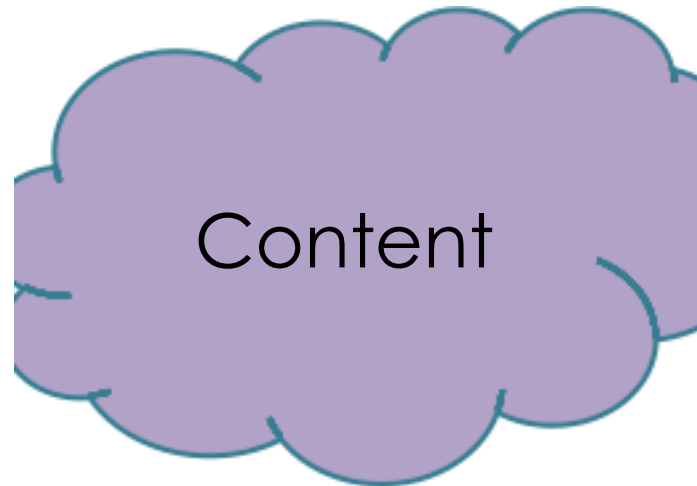
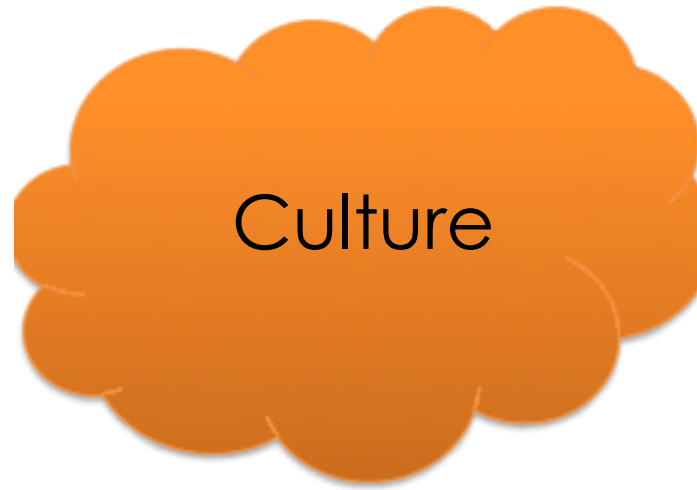
- Improve learners' performance in both curricular subjects and the target language
- Increase learners' confidence in the target language and the L1
- Primary school students reach higher levels of English than those reached in ELT courses.
- Secondary school students' subject knowledge is about the same as if taught in L1.
- Brain research shows that in CLIL, learners are more cognitively active during the learning process.

# MODELS OF CLIL

Why are  
there  
different  
models?

- CLIL is an approach and that approach needs to take the context into account.
  - Each context, each country, each region may apply CLIL in a slightly different fashion.
  - One has to be aware of ones context and take that into account.
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# The 4 Cs of CLIL Framework





# Role(s) of teachers in CLIL

- Foreign Language Teacher

Accuracy

- Subject Teacher

Fluency



# Some teaching principles in CLIL

- Language is used to learn as well as to communicate.
- There is no grading for language: The subject matter determines the language needed to learn.
- Lexical rather than grammatical approach:
- Vocabulary, texts and discussions.
- Language is determined by the context of the subject.
- Attention to chunks of language.
- Learners (and teachers??) should not be afraid to make mistakes.
- If needed, L1 can be used.
- CLIL is not possible if the underlying content is not clear: content is taught in easy understandable ways with the help of pictures, diagrams, graphs, highlighted terms, etc.
- Cognition stands for thinking skills: kind of activities a learner should be able to do (remembering – understanding – applying – analysing – evaluating – creating).
- Scaffolding is key: writing frames, diagrams, visual organisers, mind maps, etc.

# Thinking Skills in CLIL

- CLIL teachers need to support the development of students' thinking skills as CLIL is more cognitively demanding than learning a language on its own or a subject in the L1.
- This goes without saying, however, we don't always pay attention to HOW our students learn. Traditionally, rote learning was considered learning.
- A one-size-fits-all approach is how education is still largely shaped.

# SCAFFOLDING

Scaffolding is breaking up the learning into chunks and providing a tool, or structure, with each chunk. When scaffolding reading, for example, you might preview the text and discuss key vocabulary, or chunk the text and then read and discuss as you go.



# Assessment in CLIL

- CLIL teachers will always assess CONTENT first.
- Learning goals, skills and competences...then language if agreed among other teachers.
- Language should not be assessed from a formal point of view. This is the job of the language teacher.
- It should be assessed for a real purpose in a real context.
- Not everything needs to be assessed.
- But a mixture of formal and informal instruments can be effective.
- Learners should be aware of assessment criteria and instruments used (rubrics).
- Scaffolding. Firstly assess what they can do with help.



**Thank you! ¡Gracias!**