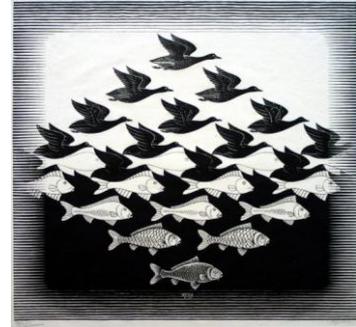


CLIL in classroom practice: processes and results in content and language teaching and learning

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Escher (1988).
Sky and water I.

Overview

- CLIL in the Netherlands
- Theoretical foundations of CLIL
- CLIL results on L2 development
- Effective ingredients for language focus in subject classes
- Role of subject teachers and language teachers in CLIL
- Design principles for integration of subject and language aims
- Opportunities for content and language integration in linguistically diverse settings
- Challenges and future research

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CLIL definition

- CLIL is a dual-focused educational approach in which an *additional* language is used for the learning and teaching of content *and* language. (Coyle, Hood & Marsh, 2010)
- CLIL encompasses any activity in which:
 - a foreign language is used as a tool in learning a non-language subject
 - the language and the subject are combined within the classroom setting.
- This includes special attention on the combination of language learning and subject learning

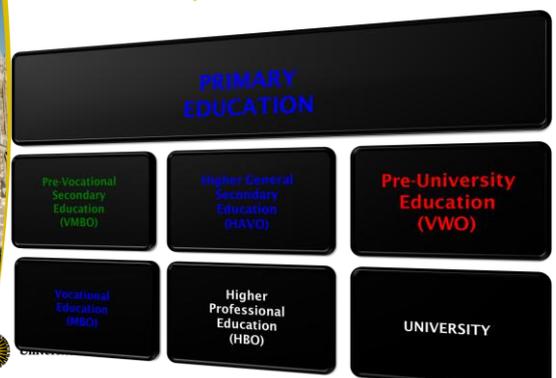
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CLIL in practice: the Dutch case

- Grassroots movement from the 1990s
- 3 secondary schools in 1992, 127 in 2012
- 125 English/Dutch, 2 German/Dutch
- Dual focus within the regular curriculum
- First at pre-university level, then general secondary, junior vocational, primary
- Well-developed quality control system
- "Most important innovation in foreign language teaching in last 50 years"

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The Dutch School System





1989	1
1992	5
1994	7
1995	12
1996	14
1997	15
1998	20
1999	23
2000	26
2001	35
2002	45
2003	54
2004	65
2005	79
2006	91
2007	99
2008	101
2009	104
2010	113
2011	115



2009	3
2010	8
2011	25



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Quality assurance programme – The Standard

Main assessment criteria:

- Students reach B2 (CEF)
- Teachers have B2+ (CEF)
- 50% of lessons in English
- Native speakers present
- CLIL pedagogy
- At least one European project
- EIO is embedded in the curriculum
- Teachers use authentic materials

• → 'TTO' certificate

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CLIL in Europe

- See Eurydice 2006, 2012: www.eurydice.org



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Parallel developments

- Primary education:
 - Early English (<15%) in >800 primary schools
 - Bilingual primary education in preparation
- Tertiary education:
 - 50% of Master's programs in English
 - But: no dual focus on content and language

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CLIL vs. CBL

- **CLIL/immersion:**
L2 as tool for learning non-language subjects
- **Content Based Language learning:**
non-language topics used as tool/content for L2 learning
- → Different perspectives, similar aims:
creating best opportunities for L2 learning within the curriculum

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Theoretical perspectives on CLIL

- Integrating content and language
 - Authentic context for task-based language learning (Van den Branden, Bygate & Norris, 2009)
- Negotiation of meaning
 - opportunities for focus on meaning and output production (Long, 2009; Coyle, Hood & Marsh, 2010)
- Planning for language development
 - counterbalance hypothesis (Lyster, 2007)
 - Focus on Form (Long, 2009)

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Research on effects of immersion and CBLT

Johnson & Swain; Swain & Lapkin; Genesee; Harley; Lyster:

- High levels of reading and listening comprehension
- High levels of fluency and complexity in oral and written language production
- Lower levels of oral and written accuracy

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CLIL success factors

- Core features: Multiple focus; safe environment; authenticity; active learning; scaffolding; co-operation
- Principles for learning: cognition + community + content + communication

(Mehisto, Marsh & Frigols, 2008)

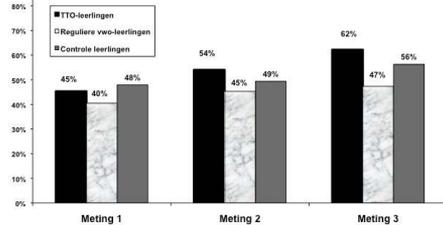
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Research on CLIL in the Netherlands

- Huibregtse 1992:
 - Bilingual pupils outperform regular students in English
 - No differences for subject knowledge and Dutch
 - But: preselected groups?
- Verspoor e.a. 2010:
 - Bilingual pupils outperform regular students in English:
 - Higher proficiency level; more authentic English
 - Also when controlled for out-of-school exposure and pre-selection
- De Graaff e.a. 2007; Schuitemaker-King 2012:
 - Subject teachers are able to implicitly apply effective language pedagogy

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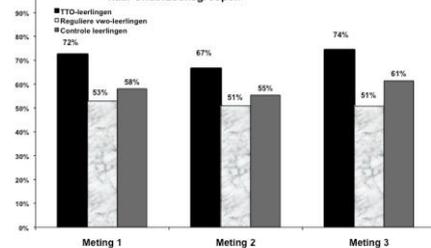
Grafiek 4.5 Prestaties op de woordenschattoetsen Engels in klas 1, naar onderzoeksgroepen



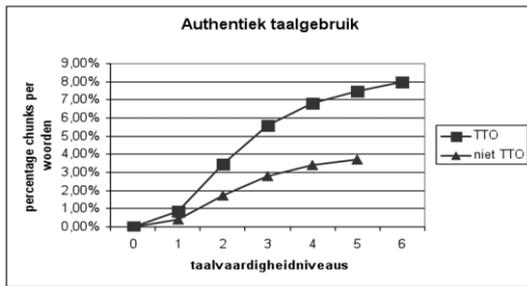
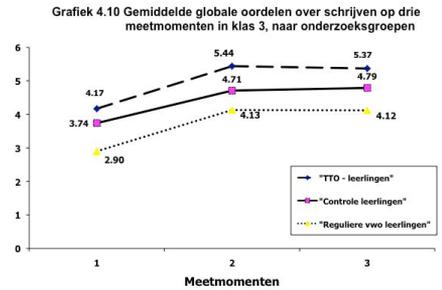
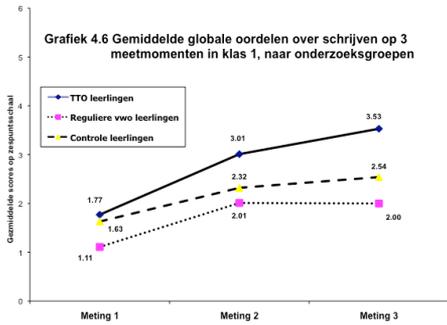
Verspoor e.a., 2010

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Grafiek 4.9 Prestaties op de woordenschattoetsen Engels in klas 3, naar onderzoeksgroepen



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Verspoor e.a., 2010

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Level 1 (yr 1)

I going to school with the bus. The school is very big. I am much new friends. The teachers are friendly. My English teachers is De Vries. My mentrix is miss Janssen. She gives history. I am very much homework. I train very much words. My friends lives in different places. My friends are 12 and 13 years old. My twinsister have too very much vriends. The lessons are not easy. I have not time for my hobbies. Three of my old friends have time to play. I not. Som of the homework is very easy. Som of my homework is not easy. I learn somtimes to nine o'clock. Somtimes tot seven o'clock. My father help my with my homework. Not of my old friends is on this school. They are in Amsterdam on school. There is not tto.

Verspoor e.a., 2010

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Level 6 (yr 3)

The worst thing that has happened to me during the summer vacation, was me cutting my left buttock over a rock, in a river. At the start of the day we decided that we were going to go to the beach. So after having breakfast, and reading a little, we got in the car, and began driving to the nearest beach. It was quite a long drive, but the landscape was beautiful so none of us cared. After about four hours we arrived at the beach. It was a very pretty sight, it could have been a painting. The beach looked like an island, with the sea at one side, and a river surrounding it. The river was streaming very fast, and we discovered that when you lay in it on your back, the stream would guide you towards the sea, at quite a fast speed. And so, we got into the river and tried this. We started off slowly, but we went faster and faster. Just when I was starting to enjoy it, I scraped over a rock with my bottom. It hurt awfully, and when I got out of the water I saw that I'd gotten a deep cut.

Verspoor e.a., 2010

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The CLIL Teachers Profile

A CLIL teacher...

- Can select appropriate material
- Can adapt material
- Can ascertain whether mistakes are due to language or content
- Stimulates language output
- Employs various language learning strategies
- Has level (at least) B2 ++
- Has knowledge about CLIL

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Effective language teaching: what does theory tell us?

- Rich input at appropriate level
- Focus on meaning
- Focus on form
- Goal-oriented production and interaction
- Strategies for language use
(Westhoff, 2004; Long's MPs, 2009)

→ Does this also apply to CLIL?



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Research project

What effective teacher repertoire for language acquisition can be observed in CLIL practice?

- 3 CLIL-schools around Utrecht
- Observation of 10 subject lessons
- Criteria for effective language pedagogy
- Inventory of good practices
- Recommendations for CLIL practice



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INPUT

Offer learners lots of target language at a (just) challenging level

- **Select material:**
 - authentic
 - functional
 - stimulating
- and *adapt* if necessary
- *Tune* your own language use
- Long's MP3: elaborate input
- Long's MP4: provide rich input



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MEANING

Require learners to do something with the content to understand it

- *Pre-teach* and *recycle* useful vocabulary and expressions
- *Design* tasks that focus pupils on *understanding* of relevant concepts and terminology
- Long's MP2: Promote learning by doing
- Long's MP5: Encourage chunk learning



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FORM

Direct the learners' attention to form (language awareness)

- *Draw attention* to relevant language forms
- *Explain* relevant problematic forms
- *Give feedback* and organize peer feedback
- Long's MP5: Encourage chunk learning
- Long's MP6: Focus on form
- Long's MP7: Provide negative feedback



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OUTPUT

Stimulate learners to practice and be creative with the language

- *Ask* for reactions and interaction
- *Stimulate* 'authentic' use of English
- *Give feedback* on language use
- *Organize* functional writing
- Long's MP1: use task as unit of analysis
- Long's MP2: Promote learning by doing
- Long's MP9: Promote collaborative learning



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STRATEGIES

Help learners to develop language learning strategies

- Encourage the use of *reading/listening* strategies
- Encourage the use of *compensatory* strategies in speaking and writing
- Encourage *reflection* on strategy use and language learning
- Long's MP8: Respect learner syllabuses
- Long's MP10: Individualize Instruction

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CLIL in practice

- Watch the CLIL lesson video clip
- How does this teacher facilitate language focus?
- How does this teacher facilitate subject focus?
- <http://www.expertisecentrum-mvt.nl/>
- <http://www.leraar24.nl/dossier/3035>

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Results

- All categories were present
- Individual teacher differences
- No main differences between subject and language teachers
 - Except for: focus on form
- Many teachers not aware of their language pedagogical repertoire
 - e.g.: focus on form
 - "just good teaching"

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CLIL in practice

- Check this page from a History textbook
- What language challenges do you encounter?
- How would you categorize them?
 - Subject-specific
 - (academic) language-specific
- Exchange categories
- Also relevant for ESL material?
- Apply on a page from a Maths textbook

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Opportunities

- Language policy:
 - Facilitate integrative syllabi and assessment
- Curriculum development:
 - Create mixed communities of practice aiming at task development
- CLIL teacher training:
 - Facilitate S and L teachers understanding each others' main goals, concepts, practices

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Expanding horizons: trends and issues in CLIL practice and research

- other school types / education levels
- other foreign languages
- more languages
- higher proficiency levels
- articulation between levels
- subject-specific CLIL
- students of diverse linguistic backgrounds

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CLIL at Utrecht University

- Research on CLIL pedagogy, learning processes, outcomes (content/language), motivation, ...
- UTeach bilingual teacher education programme
- In-service CLIL teacher training
- CLIL quality inspection with Europees Platform
- Coordination AILA CLIL Research Network
- Cambridge Assessment Centre for CLIL professional development qualifications
- Higher education: CLIL pedagogy?



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Current and future research in CLIL

- Subject-specific CLIL:
 - Effective pedagogy for language learning
 - Effective pedagogy for subject learning
- Inclusive CLIL:
 - junior vocational education
 - primary education
 - Mixed language backgrounds
- Relationship between CLIL in L2 and L1



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Subject-specific CLIL

- What language is specific for Science, Social Science etc.?
- How can such language best be taught?
- How does subject-specific concept development in L2 differ from L1?
- How does language focus/challenge promote subject knowledge development?
- Method:
 - Pedagogy: compare teaching of subject-specific concepts in L1 and L2
 - Effect: compare subject-specific knowledge and L proficiency in L1 and L2



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Inclusive CLIL

- How does CLIL work best in lower academic level groups?
- How does CLIL work best in mixed L1 groups?
- Method:
 - Pedagogical intervention studies
 - Effect studies on target language; Dutch; subject knowledge
 - Control for academic level, L background, motivation



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Relationship between CLIL in L2 and L1

- How does academic L proficiency develop in L1?
- How does conceptual knowledge develop in L1?
- How can L1 and L2 subject teaching benefit from CLIL?
- How does CLIL affect classroom interaction?
- Method:
 - Comparison of effective CLIL pedagogy in L2 and L1
 - Combining L2/L1 CLIL in teaching practice
 - Transferability of concepts taught in L1/L2
 - Interaction comparison (speech acts, genre, oral practice, discourse structure)



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Examples of current research

- Attitude, linguistic background and L2 proficiency in CLIL in junior vocational education (J. Denman, 2012-2016)
- Motivation for or as a result of CLIL in general secondary education (T. Mearns, 2011-2015)
- Learning a 2nd foreign language parallel to CLIL: impact on strategies and results (D. Rutgers, 2010-2013)
- Effects of early English teaching on English and Dutch proficiency (L. Persson, S. Unsworth & K. de Bot, 2010-2013; MA students, Anglia & Earlybird, 2013)
- Improving connection between teaching English in primary and secondary education (T. de Kraay, 2011-2015)
- CLIL in L1: CLIL pedagogy, classroom interaction (Lectoraat Taaldidactiek Inhoud, 2012-2015)



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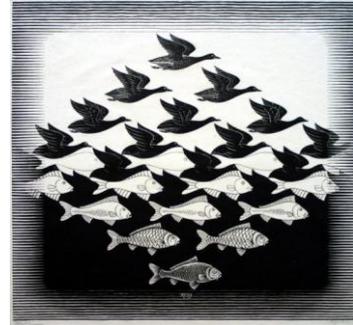


Discussion

- Opportunities for collaboration in UIL-OTS
- Opportunities for collaboration in ELS
- Opportunities for joint MA thesis projects



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More information

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