



Teaching through a foreign language

**A guide for teachers and schools
to using foreign
languages in content teaching**

Maria Pavesi
Daniela Bertocchi
Marie Hofmannová
Monika Kazianka

General editor: Gisella Langé



Foreword

I am extremely pleased to have this opportunity to write a prefatory note for this publication.

I am particularly pleased to do so in my present role as the Minister of Education of a country belonging to the European Union and the European Council. The Union and the Council have repeatedly insisted on the great importance of the learning of foreign languages along with the national language, for different reasons such as achieving good academic standards, but also for the reinforcement of positive relationships between peoples, and specifically among the peoples of the European Union.

Italy, after years of uncertainty, has started to pursue this goal, first through extensive ministerial pilot programmes, and then by deciding to introduce a first foreign language in the first year of primary school, and a second foreign language in the fifth. It was also decided that one of these two languages should be English, but without it being necessarily the first one.

Consequently, I am also pleased to be given this opportunity to set down on record the decision taken by Italy, the country of which I am now Minister of Education.

Allow me to comment on the wisdom of introducing more than one foreign language by the fifth year. It is based on the recognition of the world-wide role of English as a lingua franca and language of international scientific and technical communication. But this recognition is also extended to the existence of other languages, the



need to learn them, and start learning them from early childhood. The whole of Europe is committed to intensifying the learning of several languages in both schools and continuing education. The more traditional teaching methods can result in an acceptable level of initial learning, especially if we can succeed in guaranteeing an adequate mobility of language teachers and native speaker assistants. But, without resorting to stays abroad, almost the only other way to reach higher levels of mastery is by means of the approach suggested here: through teaching and learning a part of curricular contents in and with a foreign language.

There are already many instances of successful experimentation in this direction in higher education. In various countries bilingual Lyceums also confirm the success of this approach at the secondary level. In a publication like this we can also see concrete examples of how it works at primary level.

We must hope that in Italy, and Europe as a whole, the value of these guidelines will be recognised and that the culture of the young generations of Europe will thrive on the fruitful abundance of languages.

Tullio De Mauro
Minister of Education

Rome, 15th April 2001

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General issues

1.1 Definition and aims

Content and Language Integrated Learning (CLIL) is a general expression used to refer to any teaching of a non-language subject through the medium of a second or foreign language (L2). CLIL suggests an equilibrium between content and language learning. The non-language content is developed through the L2 and the L2 is developed through the non-language content.

In 1995 the European Commission adopted a document on education called “The White Paper. Teaching and learning. Towards the learning society”. It declares that proficiency in three community languages is a prior objective, and suggests teaching content in a foreign language as a way to contribute to the achievement of this plurilinguistic objective.

- CLIL can be seen as an educational approach which supports linguistic diversity, and a powerful tool that can have a strong impact on language learning in the future.
- CLIL is an innovative approach to learning, a dynamic and motivating force with holistic features. It constitutes an attempt to overcome the restraints of traditional school curricula, i.e. the teaching of individual subjects, and represents a shift towards curricular integration.



- CLIL may be implemented in a variety of ways and in very different situations as it encompasses many different forms of teaching. CLIL can refer to the whole year instruction of one or more subjects – such as biology, history or maths – or the teaching of a module on a specific topic, or as part of a regular course (e.g. the French Revolution or air pollution).
- CLIL aims to create an improvement in the second language competence and development of knowledge and skills in the other non-language areas. In order for this to occur, it is necessary to create adequate conditions both from the point of view of organisation and teaching. When CLIL is introduced, some rearrangement of content, language or timing may be necessary.
- In Europe CLIL mostly applies to the teaching of a non-community language such as French in Austria or Spanish in Italy but it can also be used for the teaching of a second language in a bilingual context, e.g. Italian in South-Tyrol.

1.2 Language learning assumptions in CLIL

CLIL is based on sound theoretical premises and has been trialled for a number of years in various locations. The many children that have already experienced CLIL all around Europe have proven the approach non-detrimental and mainly successful as regards both language and content. The main language learning assumptions of CLIL concern quantity and quality of exposure to the foreign language as well as increased motivation to learn.

Quantity of exposure

Research on second language acquisition has shown that considerable exposure to naturally-occurring language is necessary to ensure the achievement of a good level of competence in the L2. Learners need to have access to spontaneous speech, preferably in an interactive context where they can obtain plenty of information on the structure and the functioning

of the foreign language. In such a situation learners can also test the hypotheses they are forming about the language they are learning. Acquiring an L2 is a long and natural process. It requires the learner to go through necessary stages of “imperfect” knowledge before mastering the various aspects of the foreign language.

As any CLIL approach guarantees a considerable increase in amount of exposure to the L2, in many European countries it may prove a unique opportunity to both improve the standards of the languages which are already taught in the curriculum and introduce additional foreign languages.

Quality of exposure

However, CLIL does not only offer better learning conditions in terms of more exposure to the foreign language. It also offers good quality linguistic exposure. As can be seen from schools where CLIL is already in operation, CLIL calls for an interactive teaching style. This means that students have more opportunities to participate verbally by interacting with the teacher and other fellow-students using the L2. In this way learners can try out what they know of the foreign language. They are forced to expand their linguistic resources in order to cope with the demands of content learning. Moreover, using the foreign language to grasp non-language content requires a depth of processing which leads to improved language acquisition. Learning is at least partly a problem-solving activity and CLIL requires learners to solve problems through the foreign language. When using the L2 to understand and learn a non-language subject, a wide range of cognitive processes are activated in the L2. This is what normally occurs in the native language. It is also by learning, thinking and communicating non-language content through language that first the young child and then the older child later acquire fully-fledged native language competence.

Motivation for learning

Finally, CLIL relies on intrinsic motivation, that is, the learners are involved in interesting and meaningful activities while using the language. Language learning applies to what is going on in the classroom and satisfies

immediate needs. In other words, CLIL provides plenty of opportunities for incidental language learning; the kind of learning which occurs when the learners' attention is focussed on something different from what is being taught. Incidental language learning has been shown to be very effective, deep and long-lasting. It positively complements the intentional language learning which typically occurs in the more traditional language classroom. CLIL, in fact, is not intended to replace traditional language teaching. Extensive research during the 20-year Canadian immersion experience has in fact shown that unless more formal language learning takes place alongside immersion, learners fail to acquire full mastery of the second language.

CLIL components: subjects, languages, schools, learners, teachers

2.1 Which disciplines?

All subjects can be taught through the foreign language, although different disciplines offer different advantages and are better suited for specific groups of learners. There are disciplines which mainly rely on verbal communication and those in which non-verbal communication, visual and graphic materials are used to clarify and integrate content presented verbally. In the first group we find disciplines like history, philosophy, political science; in the second group, on the other hand, we have subjects such as physical education, biology and geography. Learners with any level of linguistic competence can be taught the subjects of the second group through the foreign language. In these cases the teacher can supplement the linguistic input with more accessible information.

Verbal and non-verbal input

Even very basic language can be taught, for instance, by using an atlas, by listing the capital cities of the European countries and pointing at them on the map (“Rome is the capital city of Italy” or “The capital of Italy is Rome”). Similarly, by demonstrating various types of movements, the teacher of physical education can go through a whole series of verbs like running, jumping, turning round, climbing. Realia, visual aids, animal and human models, etc. can also be used at more advanced levels when



linguistically complex descriptions can be better understood through the support of non-verbal input. Before learners acquire new features of the L2, the message must be embedded in a meaningful context which integrates what is not known of the foreign language.

Exploring text types

Disciplines that rely more on verbal communication require the learners to have a reasonably high level of L2 competence before they can be introduced into the curriculum, especially if the second/foreign language is not similar to the students' mother tongue. These disciplines, however, are ideal to explore all text types, from description to argumentation and thus provide an excellent means for teaching students to discuss, give opinions, defend positions, etc. in the foreign language.

General and special languages

A further consideration that must be made when choosing suitable disciplines is that different types of language may be acquired. Although to a greater or lesser extent all disciplines rely on general language for classroom routines and in less structured parts of the classroom, a distinction may be drawn between human sciences on the one hand and technical and scientific subjects on the other. The type of discourse found in the first group is closer to the general language: what is read in newspapers, used in conversation, heard on TV, etc. Technical and scientific language, on the other hand, is rich in words that are only found in the specific field, and also has typical grammatical structures. These specialist expressions need to be learnt in order to deal with the different field-related topics. If, for example, most of the words used in history are those of the general language, many of the words found in, for example, chemistry, will be very specific to that particular subject.

This results in different advantages and disadvantages. When learning history in French, students will learn a lot of the common core of the language and their general ability to use the language will improve. The technical vocabulary of chemistry, on the other hand, is common to many

European languages. Thus learning this discipline through a foreign language might be easier because many of the words are easily recognisable and can be easily transferred to or from the mother tongue.

2.2 Which languages?

Various factors have to be kept in mind when choosing which language/s should be used for CLIL. They concern:

- a) the geo-political situation of the country or region where the school is located
- b) the degree of similarity between the foreign language and the students' mother tongue
- c) the subjects to be taught through the foreign language local resources.

Language policy

In terms of geographic convenience, it may be advisable to choose a language spoken in near-by regions, as would be Italian for Austrian students or French for Italian students living in Val d'Aosta. From the viewpoint of a wider, continental language policy, other considerations may become more relevant, such as the need to ensure language diversity and the protection of minority languages in Europe. For these reasons, English should not be the only language of CLIL, even though the pressure of parents and society to use it may be very strong. This has to do with the role of English as a language of international communication.

Linguistic similarity

The degree of similarity between the foreign language and the learners' native language should be considered together with the choice of the subjects to be taught through CLIL. It is widely believed that it is easier for

students to understand a foreign language close to their mother tongue in terms of vocabulary, grammar or pronunciation. This is why instruction of more subjects that mainly rely on verbal communication (such as history and political science) can start quite early if it is carried out in related languages (e.g. Spanish for Italians, or Dutch for Germans). Such languages can in fact be used throughout the curriculum. Non related languages (e.g. German and Italian), on the other hand, should be used to teach subjects in which the verbal component is foremost only if learners already possess a good level of competence in the foreign language, to avoid excessive simplification in the presentation of contents on the part of the teacher. Such restriction mainly applies to the secondary school level.

All the above considerations should be taken into account for long-term planning and education policy. Short-term intervention, however, may call for less ambitious choices necessarily influenced by the human and material resources available (cf. 2.5, 3.2).

2.3 Schools

Researchers encourage experimentation with different content subjects, methodological approaches and with learners of different ages. The implementation of CLIL also varies according to the different school systems.

Types of schools

Due to its practical nature and flexibility, CLIL can be incorporated in different types of schools: both state and private. The diversity of approaches can be observed through a variety of modalities. With regard to the age of learners, experiences range from kindergarten to secondary level of education. CLIL can be used for certain time periods, as tasks within the overall school curriculum and educational framework or implemented as optional subjects in secondary schools. Subjects, modules and projects can all be taught through CLIL.

CLIL may be beneficial for all parties involved in implementation: schools, teachers, learners, and parents.

Advantages for the school:

- CLIL implementation within the school curriculum will raise the profile of foreign language learning throughout the school. It can also support the school's development and make it more responsive to local needs.
- Moreover, invaluable experiences have been gleaned in subjects with a vocational orientation such as nursing, health care, home economics, woodwork and metalwork.

2.4 Learners

Type of learner suited to CLIL

CLIL is not intended to be an elitist form of education. In principle, all learners can benefit from CLIL irrespective of their cognitive abilities. This approach to learning should be the free choice of learners and their parents. Each school needs to decide about selection criteria (if any), that is which language pre-requisites are desirable for enrolment, although most secondary schools have found it appropriate to require some prior knowledge of the L2 before their learners start CLIL.

Advantages for the learners:

- through the exposure to more interesting, authentic (i.e. real world) contents CLIL leads to greater involvement, helps learners increase their motivation
- through the interactive and co-operative nature of work CLIL helps boost self-confidence, raise self-esteem, build learner independence and teach learners organisational skills

- through the greater number of contact hours with the foreign or second language CLIL helps learners upgrade their language skills and thus leads to enhanced language proficiency
- through the more favourable learning conditions (the use of learning strategies and study skills common to both content and language) CLIL fosters learning to learn
- through the integration of content and language and the learners' involvement in academically and cognitively demanding activities CLIL encourages creative thinking processes.

In a CLIL classroom most of the concepts developed by modern learning theory (such as constructivism and co-operative learning) can be integrated much more naturally and in a more authentic way.

There are definite goals that educational research has shown can be achieved with CLIL. Through teaching content and a foreign language within an integrated framework, CLIL aims to provide access to personal and intercultural communication as the learners may experience language for a variety of needs, and they may be exposed to different cultural perspectives on the content they are taught. CLIL helps to develop communicative aspects of proficiency in a foreign language and provides a new outlook on language teaching and learning.

2.5 Teachers

Type of teacher suited to CLIL

The countries where qualified teachers have two teaching subjects (foreign language and content) are at an advantage. However, CLIL can be successfully implemented even in countries with different teaching qualification requirements.

There are, in fact, several types of teachers who can be effectively involved in CLIL:

- a) teachers qualified in both the content subject and the foreign language
- b) classroom teachers using an additional language, to a greater or lesser extent, as the medium of instruction
- c) foreign language teachers instructing learners on non-language subject content
- d) a content subject teacher and a foreign language teacher working as a team
- e) exchange teachers supported by foreign ministries of education, educational authorities or European programmes.

Strongly recommended characteristics of CLIL teachers

CLIL teachers should have a good command of the foreign language that is to be the means of instruction. Good knowledge of the first language of the learners is however advantageous as teachers must fully appreciate the learners' language difficulties. CLIL teachers should be experts in the content area and also have a deep understanding of the cognitive, socio-cultural and psychological elements of foreign language learning. In addition, it would be desirable for CLIL teachers to develop team-work skills as initial co-operation between non-language subject teachers and language specialists is crucial for the positive outcomes of the CLIL programme.

This involves careful co-ordination, diplomacy and the ability to work in a reassuring partnership where the other teacher does not feel threatened by the intrusion or presence of the CLIL teacher. The development of such a working relationship will take time for it to be fruitful and may require tact for mutual respect to develop. When such a relationship fails to develop, the value of CLIL teaching, if not diminished, is certainly tarnished. Conversely, a working partnership will greatly enrich student learning.

CLIL teachers should also be willing to take part in classroom-based research. Long-term involvement, dual qualifications or at least interest and ability in both content and language integration coupled with the ability to use interactive methodologies are of utmost importance.

Advantages for the teachers:

- through working together, content and language teachers can share their individual knowledge and make it joint knowledge
- through CLIL implementation teachers are likely to have an increased opportunity for professional development. In some countries teachers may benefit from exchange programmes and financial increments.

Possible initial difficulties

It is advisable that teachers starting CLIL rely on adequate consultancy which will allow for a correct evaluation of their linguistic and methodological competences and which will guide them to use efficient strategies along with appropriate materials.

Methodology and teaching strategies

3.1 A general premise

CLIL is not related to one specific methodology. However, CLIL requires active methods, co-operative classroom management, and emphasis on all types of communication (linguistic, visual and kinaesthetic).

Taking into account the experiences of CLIL in different countries, some common methodological features can be found that appear to be linked to learning achievements.

Input on subjects becomes more concrete and visual in CLIL. In many experiences teachers and students alike emphasise the importance of visual and multimedia support to overcome problems caused by special languages. Moreover, new meanings and notions are built through interaction and dialogic structures which help conceptual entrenchment. In primary school, it is very important to give children opportunities to promote holistic ways of learning and to learn from practical, hands-on experiences.

- a) Students appreciate the chance to use the foreign language for authentic communication and to be allowed to focus on meaning and interaction rather than on structures and mistakes.
- b) Code switching is a natural communication strategy, and teachers should allow it, particularly in the first stages of CLIL. That does not



mean that teachers should use translation to solve every difficulty and misunderstanding. Other communication strategies should be used, such as reformulation, simplification and exemplification, leading to translation only as a last resort.

- c) Structural and lexical features of special languages should be analysed by CLIL teachers, in co-operation with language teachers. This way, difficulties related to technical aspects of the L2 can be anticipated and dealt with.
- d) In any school where CLIL is implemented, even for short units, formal language teaching should be planned, taking into account the type of competence students have already acquired or are acquiring in CLIL. It should be stressed that the language teacher is mainly responsible for grammatical and lexical accuracy.

Whenever feasible it is advisable and beneficial to encourage as much co-operation as possible between the CLIL and the language teacher in order to maximise learning outcomes.

CLIL in primary school

In primary school the proportion of instruction in L2 can vary depending on the school, teacher and language context. L2 instruction can be limited to “language showers” of 10 minutes a day or extend to cover up to 50% of all lessons. A curriculum that includes daily CLIL instruction of 10-20 minutes a day develops an interest in the L2 while the learner acquires basic words and phrases and develops listening and speaking skills. In a curriculum that devotes more time to CLIL, learners will also acquire proficiency in listening and, to a lesser degree, proficiency in speaking. As a general rule, in primary school priority is given to the oral code.

3.2 Planning the curriculum

On the basis of an equal opportunities policy and to develop the European dimension throughout the curriculum, it is beneficial for all students to have at least some experience of CLIL during their school years.

However, the planning of the CLIL curriculum depends on the philosophy of each school and on the image the school aims to offer to parents, students and the local community. For example, a primary school may wish to provide learners with a large range of extracurricular activities in each field, in order that students can experience diversity and choose freely between different areas. In this case, the school can offer short “linguistic showers”, in a range of projects and workshops (computer skills, simple scientific experiments, etc.). Other schools may wish to specialise in modern languages, so they will introduce CLIL as complementary to formal language teaching.

On the basis of the general goals of the school, CLIL can be introduced as a part of mainstream curriculum or it can be offered only to some classes or some groups of students, who choose it as an option. In some countries, only students with good linguistic competence, either in the native language or in the foreign language, and with good results in non-linguistic subjects, are allowed to enrol in CLIL courses. But this elitist policy is not consistent with the plurilingual principles, as stated in a number of European documents.

To plan the CLIL curriculum, it is necessary to define long-term goals and to take into account:

- a) the available resources, in terms of:
 - teachers and their competences
 - administrative support in the school
 - materials and resources (handbooks, second language books, magazines, newspapers, visual and multimedia materials, TV channels, ...)
 - local community resources (native speakers, exchanges with other countries, business activities, ...)

- b) the number and typology of students: their age, needs, interests and general linguistic competence

- c) parents' interest and students' motivation to learn a specific modern language (as instrumental in vocational studies, for example) and their sensitivity to plurilingualism and European citizenship
- d) specific learning objectives and expected outcomes
- e) how to link CLIL to the subject curriculum: such links can be defined and practised permanently, for instance in history modules which can be developed in a second language. However, it is possible to link CLIL to special topical events and to school projects, such as international exchanges, music, theatre, sporting events, art exhibitions, partnerships, etc.

Primary school CLIL teaching in Austria

The classroom teacher is a generalist who divides the teaching day into activities carried out in the native or foreign language. The teacher has the flexibility to choose the time, subject and activity according to the needs of young learners. As most of the teaching in primary school is oral, and the teacher is the only model for the learner, it is essential that the teacher is proficient in the L2. The classroom teacher has the methodology and experience in teaching young learners and knows their needs and interests.

With the exception of mother tongue teaching, CLIL can be integrated into all subjects. The primary school curriculum also contains many topics and projects that can be incorporated into CLIL. For instance, mathematics can be taught with limited vocabulary and with considerable use of manipulative experiences.

In primary school general studies deal with the immediate environment of the learner, and are based on experience and discovery.

Many of these experiences and discoveries can be taught through the L2 without hindering the learner's comprehension of concepts.

In the first learning year children are introduced to the foreign language via topics such as pets, fruits and vegetables, spring flowers and summer sports. Later on in the CLIL programme the topics can be expanded to include experiments with water and magnets, observations of weather and the biological development of the frog or butterfly.

CLIL in the first years emphasises listening and speaking skills, whereas reading and writing are introduced later in the curriculum.

As teaching through the L2 is a communicative approach to language acquisition, explicit grammar teaching does not play any role at this stage.

3.3 Length and type of exposure

Some CLIL research has indicated that CLIL has a relevant impact when the foreign language is used for at least 25% of a lesson, in one or more subjects, or in interdisciplinary projects.

The foreign language can be used in different situations, preferably planned in advance:

- in the same subject, some lessons can be taught in the L2, others in the mother tongue on the basis of the specific topic, and the kind of materials and interaction activities available
- some teachers prefer to introduce new concepts in one language and use the other to revise them later. It is important to define the reason for different strategies and to be aware of different policies in this regard. For example, the L2 can be used more for receptive skills, both oral and written. In the primary school, the foreign language is mainly used for oral activities.

To define the best total amount of time to devote to CLIL in a given situation, other questions have to be posed and answered:

- is the foreign language learnt only through CLIL or is there formal language teaching too (this second being a better option)?
- are reading materials, videocassettes or other L2 materials available in the school?
- are learners exposed to the L2 outside the classroom, in curricular or extracurricular activities (reading, watching TV or recorded programmes, using CD-ROMs)?

3.4 Skills, activities and assessment

In CLIL there is a strong link between linguistic skills and subject specific skills. In some subjects and for some learners it is important to develop the skill to read and write general and technical texts from the very beginning. In other subjects, listening comprehension is crucial, because learners are involved in activities that require a good understanding of instructions: physical education, design technology, and chemistry are good examples.

Wherever possible, the progression from L2 oral comprehension to speaking, to reading and writing should be followed. In primary school, most of the time in CLIL will be devoted to oral interactive work.

In secondary school, reading comprehension is a main skill to acquire using different strategies (in-depth reading, for example). After the age of 10-12, learners often find it easier to refer to written material as well as to the teacher's oral input. However, reading comprehension of a subject text can be very difficult and time-consuming for a learner who has partial competence in the foreign language and limited knowledge of the topic. For learners, reading could be a skill still to be fully developed in the mother tongue.

How to organise classroom activities in primary school

In young learners, acquisition of the foreign language follows the same patterns as the acquisition of the mother tongue. Therefore the teacher has to take into consideration that the learner initially will just be listening and responding to the language and that spoken production should not be forced. The CLIL teacher should involve the children in many listening and responding activities, such as miming, problem solving tasks and games. As the attention and concentration span of a young learner are short, change of pace in activities is recommended.

An activity for the primary school

The game practises an arithmetic and a linguistic component (prepositions). The arithmetic component aims at checking the children's knowledge of multiplication tables, the learning of the preposition component is incidental. This game allows the children who may be weak in arithmetic still to be able to experience success by choosing the correct preposition.

Materials:

Picture cards with drawings of relative positions (a person sitting on a chair, on the floor, on the table, under the table, etc.)

- 1 The teacher asks children to multiply two numbers (e.g. 4×5).
- 2 The children write down the answer.
- 3 Each child chooses a relative position (Sitting on the chair, on the floor, on the table, under the table etc.)
4. One child draws one relative position card from the pack and says what the picture shows.
- 5 The children who have chosen the correct relative position get a point.
- 6 The teacher asks children to say the answer to the multiplication question out loud.
7. The children who provide the correct answer get a point.

CLIL activities will differ according to subject and age of learner. It is very important that in CLIL co-operative and heuristic activities are widely used, as students need natural opportunities to use the language.

An example of a CLIL activity in Secondary School

CONTENT: Chemistry

TOPIC: Acid-base titration

LANGUAGE: English

ACTIVITY TYPE: Experiment in the chemistry lab

STUDENTS: Upper secondary school, third year (16-17 years old)

TEACHERS: Chemistry and English teachers

AIMS: Students become familiar with a method of volumetric analysis; they understand acid-base titration and molarity relations and use a procedure to find out the pH of a solution

TIME: 3-4 hours.

STAGE 1 "Preparation"

The Chemistry and English teachers introduce all the specific words for the equipment necessary to carry out the titration experiment. He/she:
points at specific equipment, saying the different names (funnel, pipettes, titration clamp, etc.) and students repeat the names;
shows on a transparency the drawings and names of equipment and students take notes;
gives out a handout with drawings of the equipment and students write down the names;
shows on a transparency a list of verbs and expressions to be used during the experiment (set up, add, place, shut off the stopcock, mix, etc.); then, the teacher shows the meaning of different actions whilst students repeat and take notes.

STAGE 2 “The experiment”

The chemistry teacher sets out the different stages of the titration experiment. He/she:

- shows the equipment available and sets up the groups;
 - gives out a handout and introduces its content: introduction and aim, procedure and calculation;
 - reads out the introduction and aim, and answers students’ questions.
- Students carry out the titration experiment in groups of three. They:
- go through the instructions in the handout carefully, following the procedure step by step;
 - take notes of the results of their experiment;
 - work out the calculation using the results from their experiments.

STAGE 3 “Final report”

Students prepare an oral report about the experiment in groups and present it to the class and teachers. They discuss their results and answer questions from the teacher and from the other groups.

This box was prepared by Luciana Pedrazzini.

The activity described above was carried out at Istituto Tecnico Industriale “A.Volta” in Lodi (Italy) in May 1999. Teachers involved in the activity: Paola Marelli and Luciana Pedrazzini.

Assessment

In teaching, CLIL ensures that content and language both contribute to the learning experience. In assessment, however, content should be given priority over language accuracy. Some teachers give tests which include two sections. The first is comprehension-based and may be structured like a multiple-choice task. In this section learners are mainly assessed on their knowledge of the subject matter. The second section may be more linguistically orientated, with open questions which require foreign language production on the part of the learners.

In this way both content and language are assessed in the same test.

CLIL assessment in a lower secondary school

A CLIL experiment

A lower secondary school, with students aged 11-14 that learn two foreign languages (French and English), has introduced a CLIL activity which involves the teaching of parts of two subject curricula in French. In particular, in the first year, History and Geometry are taught in French for one hour per week each. The language teacher and the subject teacher work together during the lessons.

Topics were chosen following two criteria: reinforcement of topics partly dealt with in the mother tongue and development of new topics in L2.

For the CLIL lessons, only authentic material used in French schools were selected.

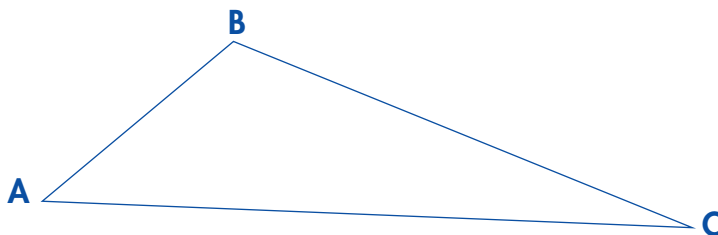
Assessment in CLIL: examples

1-geometry

Assessment was carried out using authentic materials: one example is given below (the whole assessment consisted of six tests). The necessary L2 competence was related to comprehension. Open questions were seldom used; in such cases students were allowed to answer in Italian.

Note: The test actually given was written in French.

1- Consider a triangle ABC



At C, draw the parallel d to line AB
 At B, draw the parallel d' to line AC
 Indicate with I the point of intersection between d and d'
 What can be said about the quadrilateral ABIC?

Answer:

2-history

The test given at the end of the school year aimed to assess in French the History knowledge acquired in both Italian and French. An example is given below (the complete test consists of 10 grids and a worksheet).

1- Tick the right box

	The Egyptians	The Mesopotamians	The Phoenicians	The Jews
They lived mostly by farming alongside rivers				
They lived mostly by sheep farming in the nomadic period, and by fishing and farming in the sedentary period.				
They lived mostly on maritime trade in the Mediterranean.				

Each test was evaluated following subject-specific criteria. Each student obtained results similar to those they would have obtained in comparable tests in the Italian language. Even in the light of the small-scale experience, the outcome would demonstrate that the use of L2 did not hinder learning.

Box edited by Elisabetta Visintainer, French teacher.
 The activity was carried out at Scuola Media Colorni - Milan, Italy, in the school year 1999-2000.

PART FOUR

Teacher training for CLIL

In some European countries teacher training is already available for teachers who want to become involved in CLIL. In other countries, however, specialised teacher-training courses for CLIL need to be developed. Teacher training can be organised in both pre- and in-service courses or can take the form of a joint course for foreign language teachers and content teachers. Course components on language awareness and second language acquisition should be included together with classroom observations and graded microteaching sessions. Finally, language teachers should become content sensitive and aware of the typical features of the special languages used in subject teaching.

Competences expected of teachers working with CLIL

Adapted from “Competences expected of newly qualified teachers” developed by the Council for the Accreditation of Teacher Education (C.A.T.E.) in the United Kingdom, 1992.

Teacher training for CLIL in pre- and in-service courses should focus on the competences of teaching through a foreign language.



Subject knowledge

Qualified teachers should be able to demonstrate an understanding of the knowledge, concepts and skills of their specialist subjects and of the suitability of these subjects for CLIL.

Subject application

Qualified teachers should be able to:

- produce coherent lesson plans which will take account of CLIL objectives, needs and specificity
- more specifically, plan and organise lessons in such a way as to keep take into account the linguistic and cognitive demands that the various activities carried out in the L2 require
- ensure continuity and progression within the content subject and the foreign or second language involved, and maintain the integration between both
- employ a range of teaching strategies appropriate to the age, language competence, general ability and attainment level of learners
- present subject content in clear, contextualised language and in a stimulating and interactive manner
- contribute to the development of learners' language and communication skills
- demonstrate ability to select and use appropriate resources, including information technology.

Class management

Qualified teachers should be able to decide when teaching the whole class, groups, pairs, or individuals is appropriate for particular learning purposes. They should maintain learners' interest and motivation through relevant learning opportunities. Finally, they should be aware of time management as well as select the content priorities according to the increased time needed in CLIL.

Further professional development

Additional CLIL experience can be gained through Socrates and other actions, i.e. through in-service teacher-training courses and teaching assistantships.

For further information

TIE - CLIL (Translanguage in Europe - Content and Language Integrated Learning)

Website: www.tieclil.org

TIE-CLIL Project Publications

Marsh D. - Langé G. (eds.), *Implementing Content and Language Integrated Learning*, Jyväskylä, University of Jyväskylä , 1999

Marsh D. - Langé G. (eds.), *Using Languages to Learn and Learning to Use Languages*, Jyväskylä, University of Jyväskylä , 2000

Langé G. (ed.), *TIE-CLIL Modules*, in press.