

Content and Language Integrated Learning Motivating Learners and Teachers

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Motivation works in both directions: high motivation is one factor that encourages successful learning; in reverse, successful learning encourages high motivation.

Cook (2001)

Introduction

In the wake of the Nuffield Report (Nuffield Language Inquiry 2000) at the turn of the new millennium, the teaching and learning of modern languages has been profiled through government policy, European reports and initiatives and curriculum strategies such as those focussing on younger learners, the Common European Framework and the Languages Ladder. Developments such as the Primary Pathfinders, Specialist School Trust initiatives and the Languages Strategy¹ in England have engendered widespread discussion about foreign language study. There are many examples of outstanding practice at the micro level, where foreign language learning is motivating and successful for a wide range of learners especially, but not exclusively, in those schools with specialist status such as Language Colleges². So why is the national picture one of attrition in terms of take-up, with few students continuing the study of languages beyond the age of 14 and university departments under threat of closure?

There are of course no simple answers to such questions. There is much talk of globalisation and the knowledge society where some young people have arguably more access to learning than ever before but in ways that are different from traditional schooling. Multi-tasking students can listen to *i*-pods, whilst downloading from the internet, cut and paste powerful visual imagery into their on-line work, whilst communicating with friends in a chat room. This seems to be somewhat at odds with a national curriculum and examination system, which promote transactional foreign language topic-based study under the guise of communication. Over ten years ago Salters et al (1995:6) commented that

[t]he pendulum has swung from a literary syllabus [in modern languages] bearing very little resemblance to everyday life to one which is totally utilitarian and transactional in nature, but still manages to be largely irrelevant to pupils in the secondary sector.

In 1999, Coyle's call for a re-conceptualisation of the modern languages curriculum in schools stated

The current modern foreign language curriculum and ensuing methodologies that developed in response to communicative principles and teacher accountability- examination results, testing and a drive to raise standards- are no longer entirely relevant and motivating to many young people. That is not to say that all the many good aspects of current practice need to be thrown out. On the contrary, they must not only be retained but also developed alongside dynamic and evolving perspectives of types of learning and environments that encourage competent and confident communicators.
(Coyle 1999:)

So where are we now? What are these dynamic and evolving learning environments and what can teachers and learners achieve in them? Who and where are the

¹ National Languages Strategy url: www.dfes.gov.uk/languages

² Language Colleges url: www.specialistschools.org.uk

competent and confident communicators? There are no panaceas, no quick-fix solutions, but there is a growing bank of evidence that is gaining momentum across Europe and in Britain which suggests that if teachers as well as learners are to be motivated by language learning and language using, then 'one-size fits all' provision is outmoded. A choice of routes and experiences to cater for a fast-changing world of work and leisure is more likely to motivate our young people to understand the benefits and relevance of foreign language using as a basic skill. The 'bag of tricks' approach to motivating learners through converting tedious activities into fun described by Good and Brophy (1994:212) is unsustainable and instead demands an analysis of the type of experiences offered to learners. This article will explore how one alternative (amongst several) to current mainstream practice – content and language integrated learning (CLIL) – has a role to play in shaping future flexible and multifaceted foreign language experiences in school.

Ten years ago in the CLIL publication celebrating 30 years of language learning (CLIL 1996), Dr Lid King wrote a futures thinking chapter where he envisaged that research on bilingual immersion will have given rise to 'funded bilingual centres in every major town'. Yet in 2000, the Nuffield Inquiry investigating the crisis in modern language learning in the UK warned that

Good opportunities are being wasted. Measures to improve pupils' enjoyment and interest in language learning could be taken but overwhelmingly are not. Bilingual teaching – where subjects such as History or Geography are taught in the foreign language – remains a rarity, and no accreditation is available for such courses. [...]

(Nuffield Foundation, 2000: 46)

However more recently, developments have gained momentum leading to an explosion of interest in CLIL- the 'growth industry in educational linguistics' (Baetens-Beardsmore, 1997). The Eurydice Report on European developments for CLIL (Eurydice 2006: 2)³ states:

The CLIL methodological approach seeking to foster integrated learning of languages and other areas of curricular content is a fast developing phenomenon in Europe... Aware of this challenge, national policy makers are taking a greater interest in CLIL and offering a wide variety of initiatives consistent with the different circumstances facing them.

So how is CLIL interpreted and acted out in England and Scotland?

Defining CLIL

CLIL is an umbrella term adopted by the European Network of Administrators, Researchers and Practitioners (EUROCLIC)⁴ in the mid 1990s. It encompasses any activity in which a *foreign language is used as a tool in the learning of a non-language subject in which both language and subject have a joint role* (Marsh 2002:58). The adoption of a specific term was a move towards defining more clearly the nature of CLIL midst a plethora of related approaches such as content-based instruction, immersion, bilingual education and so on. Whilst CLIL shares certain aspects of learning and teaching with these, in essence it operates along a continuum of the foreign language and the non-language content without specifying the importance of one over another.

³ Eurydice Report 2006 url: <http://www.eurydice.org>

⁴ EuroCLIC url: www.euroclil.net

It was thus exclusive in explaining how a variety of methods could be used to give language and non-language subject matter a joint curricular role in the domain of mainstream education, pre-schooling and adult lifelong education. Usage of this term allows us to consider the myriad variations [...] without imposing restrictions which might fail to take account of school or region-specific implementation characteristics [...] It does not give emphasis to either language teaching or learning, or to content teaching and learning, but sees both as integral parts of the whole.

(Marsh 2002:58)

Yet what differentiates CLIL from other developments such as the Canadian immersion programme (Genesee 1987) and content-based instruction in foreign language learning (Stryker & Leaver 1997) is the concept of integration I highlighted in the Marsh Report *CLIL/EMILE The European Dimension: Action, Trends and Foresight Potential* (2002)⁵ and which can be seen as

A powerful pedagogic tool which aims to safeguard the subject being taught whilst promoting language as a medium for learning as well as an objective of the learning process itself.

(Coyle in Marsh 2002:37)

CLIL is a lifelong concept that embraces all sectors of education from primary to adults, from a few hours per week to intensive modules lasting several months. It may involve project work, examination courses, drama, puppets, chemistry practicals and mathematical investigations. In short, CLIL is flexible and dynamic, where topics and subjects – foreign languages and non-language subjects - are integrated in some kind of mutually beneficial way so as to provide value-added educational outcomes for the widest possible range of learners. However, value-added relates to the quality of the learning experience. Since effective CLIL depends on a range of situational and contextual variables, the need for a shared understanding about CLIL pedagogies became a priority. Identification of underlying fundamental principles and effective classroom practice must contribute to creating a framework for assuring quality in diverse contexts if both teachers and learners are to share motivating experiences. CLIL per se does not guarantee effective teaching and learning. As Kees de Bot (in Marsh 2002:32) warns

It is obvious that teaching a subject in a foreign language is not the same as an integration of language and content... language teachers and subject teachers need to work together... [to] formulate the new didactics needed for a real integration of form and function in language teaching.

Evolving models of CLIL

As the CLIL movement evolves, different variations become rooted in distributed contexts. On a European level, the diversity of potential models demanded a re-visioning of bilingual education according to national and regional contexts – clearly CLIL in Luxembourg or Scotland or Switzerland will differ significantly from CLIL in Sweden or France or Spain due to social and cultural differences including linguistic diversity and attitudes to English. As Baetens-Beardsmore comments (1993) ‘no model is for export’ although sharing ideas and collaboration is essential.

In England, the introduction of the National Curriculum in 1990 brought with it a recommendation that modern languages had a crucial and creative role to play in developing cross-curricular skills and competences. Examples provided in the ‘Green Book’ (DES 1990) included social skills (communication and co-operation) personal

⁵ Marsh report url: <http://europa.eu.int/comm/education/languages/index.html>

skills (creativity and imagination) study skills through observation, research and planning using a variety of media, and vocational skills through independence, problem-solving and decision-making. Essentially this promoted MFL as a provider of major contributions to cross-curricular activity since it

Enables learners to talk and write in a new language about issues of great importance to their whole future, topics in which they have special interest and activities in which they are currently engaged both within and outside the school curriculum. This encourages them to think about what they want to say and how to say it, and their personal involvement helps them in their learning of the language.
(DES 1990)

Three potential models were suggested in the document calling for MFL links with the whole school curriculum (Coyle in Green 2000:163). These were:

1. Redefining curricular boundaries through work developed in MFL lessons and courses eg global citizenship in MFL lessons, projects and curricular links with other schools;
2. Crossing curricular boundaries through cooperation between language departments and other departments ie linking subjects together eg Geography field trips in Belgium, Science Across the World;
3. Breaking curricular boundaries through teaching other subjects through another language for a specific period of time - from three weeks to three years - eg teaching the Geography syllabus through the medium of Spanish.

However, these innovative recommendations were somehow lost beneath the plethora of national curriculum programmes of study and statutory requirements to be put into place, so CLIL activity continued to be promoted by a small number of pioneers. In England, a CLIL Survey (2002) reported that there were 47 schools promoting CLIL initiatives including a few secondary schools with bilingual sections. A significant move came in 2002, when the DfES funded a national pilot for CLIL through the National Languages Centre (CILT) and in partnership with the University of Nottingham. The Content and Language Integrated Project (CLIP) recruited eight successful secondary schools (all Language Colleges) to introduce or build on CLIL opportunities in their respective schools. A subject specialist and a language specialist worked together to form CLIL pairs which resulted in Geography, History, Personal, Social and Health Education (PSHE), Science and some PE being taught through the medium of French or German or Spanish. A number of primary schools affiliated to the Colleges also took part. For example, in one school history was taught to year 9 students (13-14) in French or German or Spanish. Another focussed on team-teaching Geography lessons in French. Other schools were building on earlier successes and expanding their bilingual sections.

The situation in Scotland is more complex due to the significant role played by *Gàidhlig* as well as foreign languages such as French, German and Spanish. According to the Eurydice survey (2006) SEED recognises and supports two distinct forms of CLIL: mainstream education in a range of schools where provision is wholly in Gaelic (a minority/regional language with official status) and pilot developments of 'partial immersion' in foreign languages such as French and Spanish. SEED supported several primary schools projects working through French or Spanish⁶.

Pilot studies such as these have a crucial role to play in helping to create an evidence base for successful CLIL, contributing to understanding better CLIL pedagogies and disseminating models of effective practice. CLIL is a teacher-led

⁶ Greenwards PS Elgin, St Luke's PS, Kilwinning, Lawthorn PS, Irvine, St Peter's PS Ardrossan. West Kilbride PS, Walker Rd PS, Aberdeen

movement. It is after all what happens in classrooms and how this motivates both teachers and learners, which is gaining momentum. As Holmes (2005) notes

An essential feature of CLIL is that it places both language and the non-language content on a continuum without implying preference or dominance of one over the other [...] recognising curriculum development as part of this continuum has allowed us to be inclusive of a variety of approaches, methods and curriculum models adapted to meet needs of the learners and flexible enough to match the readiness of the teaching force to provide appropriate and relevant learning programmes of a sufficiently high quality in both language and the non-language content subject.

An analysis of case studies thus far (Hood 2005) indicates that there are four potential models emerging in the UK:

- a) Surface cross-curricular linking (MFL approach)
- b) Integrating language and recycling/deepening content
- c) Integrating language and new content
- d) Immersion (content approach)

Such a range of models suggests a continuum from language focus to content focus with other models in between - all of which integrate the language with the content. Surface cross-curricular linking is linguistic in design and links with other curricular areas to be explored at a cognitive level that matches parallel language work eg the water cycle at essentially the word level of diagram. This could be useful as an introduction to cross-curricular work and a confidence builder. If the water cycle were used for process descriptions and cause/effect, involving more complex language, the model would tend towards integrating language and recycled content yet revisited either for revision purposes or to build on the content in a deeper way. When the water cycle is introduced for the first time so that learners are introduced to the concept of the cycle for the first time, then the model would involve integrating language and new content. The full immersion CLIL model is when learning content matter determines the language to be used and learnt.

These examples build on the notion that CLIL is flexible and can be developed in different types of schools and with different learners. As Holmes (2005) underlined, CLIL is responsive to the context in which it is developed. It supports curriculum and professional development by encouraging teachers to experiment according to the demands of their own settings. However, what we do know is that CLIL is not:

- Replicating models successful in very different environments (eg the Canadian model) but rather a flexible European approach with a range of models responding to situational & contextual demands;
- 'Backdoor' language teaching or additional subject teaching;
- Favouring languages at the expense of the non-language subjects;
- A threat to subject specialisms at any level;
- Teaching what students already know but in a different code (ie the foreign language) – this is an important issue in models a) and b);
- Teaching what students need to know but exchanging the language of instruction;
- A fashionable trend - it's been around a long time;
- Aiming to make students 'bilingual' in the traditional sense;
- Elitist and therefore only for more able students;
- Dependent on 'buying in' foreign national teachers.

So why should we be making a case for introducing or developing CLIL in our school curricula as a potential motivating, relevant and challenging learning and teaching experience?

What we know about CLIL potential

Sharing successes and practices, working together regionally, nationally and across countries have given rise to teacher-led discourse about CLIL practice. In the words of van Lier (1996:69) 'such awareness-raising work, which turns the classroom from a field of activity into a subject of enquiry, can promote deep and lasting changes in educational practices.' What we do know about CLIL has evolved from case studies, pilot initiatives and practitioner research. I shall draw on a range of these reports but in particular the CLIP Report (Wiesemes 2005) to illustrate CLIL potential using participant statements.

- **Raising linguistic competence and confidence**

Evidence suggests that increasing quality time spent in a foreign language, for example on the topic of environment, where students use the language to learn as well as learn to use the language in a variety of situations, can lead to an increase in linguistic competence. In some schools this is evidenced by early fast track entry to GCSE by one or two years. In other schools, students after one year of learning the foreign language and having CLIL experiences were at least three levels (on a national scale of 8 levels ranging over a 5 years period) in advance of other students of the same age.

CLIL Teacher A: *where the quality is high and children are involved in using language in different ways than they would in their traditional language lessons, then they're getting two for the price of one really.*

Student 1: *It is better than normal French [...]; because I think we still learn all the basic things, but we learn geography as well, so [we] learn more. And the lessons all follow our geography lessons, so we learn more about geography as well.*

CLIL Teacher B: *Things like year 9s or year 10s taking GCSE early and getting predominantly A* and As. A mixed ability class of year 7 pupils all being on level 5 or 6 in listening and reading by the end of year 7, every single person in the class. If you want it in levels, that benefits, its clearly there and just an ability to use language in more complex ways, both in speech and in writing.*

Researcher: *Our research findings can be summarised in the following ways:*

CLIL allows pupils to use language in a range of different ways,

CLIL enables pupils to use language in more complex ways,

CLIL pupils tend to have significantly higher levels of comprehension skills than traditional MFL learners,

CLIL pupils are enabled to deal with complex information given to them in the target language.

CLIL pupils' strategic foreign language skills are better developed – they deal with larger amounts of information and tend to focus less on word-by-word comprehension of the target language,

CLIL pupils tend to develop better speaking skills due to a large extent to the variety of language being presented and used in class,

CLIL pupils use the target language more in their classrooms.

Student 2: *It's about the whole world, so you learn about why people learn French and why they speak French [...]. You know why that happened and that benefits schoolwork and education.*

- **Raising expectations**

There is growing evidence to suggest that CLIL can be of great benefit not only to able learners but to all students across the ability range. Referring to innovative practices, the Nuffield Report (2000) reported on a CLIL programme in practice:

Nuffield Report (2000) 11-year olds at Hasland Hall Community School, an 11-16 comprehensive school in Chesterfield, study geography, ICT, history and personal and social education through the medium of French. It was found that lower ability children who had followed the bilingual programme performed better in English than those who had not. Boys seemed to do especially well.

CLIL Teacher 2: it looked like the value added was greater, interestingly enough, amongst the less able who were doing bilingual work and, therefore, it certainly isn't a case of, it's only something for the elite, for the clever ones, no question about that [...]. There's all sorts of benefits and hopefully a lot more still to be seen, because we're in a comparatively early stage.

CLIP data substantiate claims that student expectations often increase in response to the challenges of CLIL. Learning about photosynthesis and the solar system in a foreign language requires a shift in the language knowledge, skills and understanding needed- not only the language of the science content but also language for learning: how to work in groups effectively, how to problem-solve, how to engage in collaborative enquiry through the medium of another language in many cases is motivating and challenging. Students report that they feel they are learning at a level that is appropriate to their age and maturity rather than at a level determined by their linguistic level.

Student 3: It is harder to learn like this, especially at the beginning, but if it makes you concentrate more, then you learn it better, and so it is better to do it this way.

CLIL Teacher A: Again, several have said to me that it's more challenging but actually you learn better and that's a good thing, that's how they present it.

CLIL Teacher C: you change your mind about what is possible - I would never have believed it before doing this that beginners could make so much progress so quickly [...] other more older kids with attitude have responded in such a mature way because they see it as relevant and special and so do I ...

- **Developing a wider range of skills**

Because CLIL fuses both content and language learning then it is becoming clear that there is growing potential for providing opportunities involving problem-solving, risk-taking, confidence building, communication skills, extending vocabulary, self-expression and spontaneous talk, for example.

CLIL Teacher B: Everything is contextualised [...]. The language is for a purpose rather than language for the sake of language. [...] I think it makes the language a bit more practical in some senses

CLIL Teacher A: [CLIL] is producing a lot more extended language because they [the pupils] have to always say 'why'. [...] I think for me as a teacher, I've learnt some different ways of doing this and I think that impacts... on how you teach the language

CLIP Trainer [...] it's about not assuming that there are any givens and that teachers have to really analyse the key concepts, break it right down and then find the best ways of scaffolding it in order to enable the kids to move on cognitively... and I think

those two issues alone are enormous because, if we're doing content mother tongue teaching, so little attention is often paid to – especially at secondary level – to the language that's actually being used and that goes way back to language across the curriculum of the 70's.

CLIL Teacher: So I think that also draws out other ways of thinking, the cognitive stuff, the different areas of the brain, I guess, are being used because you're not just asking 'what is this' in French ...so they're having to think about things more and in some ways, the language becomes subsumed within the thinking skills. So it's language to answer a question rather than language for the sake of language...

CLIL Teacher D [on developing spontaneous language] it's all about throwing them in at the deep end and showing them that they CAN cope and communicate in a foreign language culture. We start off by giving them 'floats' – emergency phrases. These hubs are then built on, mainly as a result of naturally occurring communication needs, until they are confident enough to start taking risks on their own. With teacher persistence, encouragement and modelling, their fast progress from 'doggy paddle' to more sophisticated strokes is a revelation. Once I'd tried it, no other teaching style would satisfy me.

- **Raising awareness: cultures and the global citizenship agenda**

Teacher B: [The learners] tend to see benefits [...] like, for example, it's more interesting and that from an 11 or 12 year old is quite a compliment in many ways. Some of them raise the cultural issues and say that they feel they're learning more about the countries and the cultures by doing history or geography in the language [...].

Learner E: You'd know so much – like what the mountains are called, how things work, why people did this, why people did that, what the machines are and it's just not normal French, so I think that helps you and I think it gives you a better insight of the whole world, because instead of just doing 'France' French speaking, you just know about France, but if you did French geography and some of the places in America and some of the places in Canada, you know why they spoke French and everything and how it's different, because on the TV and stuff we get videos and there's people from France and Canada, Africa and they all speak a different kind of French. But if you took the words up, it would mean basically the same thing, just a little bit different. I think if you did speak to somebody, it would be quite easy if you were speaking about their country, you'd know about their country and hopefully they'd know about yours.

CLIL Teacher A: I think the programme of study and particularly the part of the programme of study which highlights the cultural awareness, the comparison between countries, the contact with native speakers [...] and so forth is doable within languages but often is, I wouldn't say ignored but not drawn out enough. We become quite focused on the language stuff and the culture becomes subsumed within other things, so I think this approach allows us to draw that out so it's almost on an equal level because you can't teach, for instance, you can't teach about development without looking at a country and in this case, we look at Burkina Faso and France, so you're already forced to look at the cultures and compare and do those things which the programme of study asks us to do.

CLIL Teacher A: ...the thinking, it was a different level and I think that's deeper because it requires some cultural understanding, you have to understand that their reason for having an animal is different and also you're learning the language along the way and it's contributing to the understanding of that culture and what those people are like. I think the kids would leave that lesson, having done pets, having

done animals, with a deeper understanding of those people than if we'd just done it in the normal way.

From classroom practice to a pedagogic framework

The previous extracts taken from interviews with key players in CLIL settings make substantial claims for what CLIL can potentially achieve. However, such achievements will not be systematically realised without an articulation of effective practice and shared understandings of underlying principles. These principles and practices however are not located solely in the content teacher's or the language teacher's repertoires. Mohan (1997) proposed that a different set of assumptions was needed to form the basis of pedagogical thinking to support contexts where language is used as a medium of learning as opposed to those contexts where the language is used as the object of learning. He outlines more appropriate assumptions for content-based learning as follows:

- *Language is a matter of meaning as well as of form.*
- *Discourse does not just express meaning. Discourse creates meaning.*
- *Language development continues throughout our lives, particularly our educational lives.*
- *As we acquire new areas of knowledge, we acquire new areas of language and meaning.* (Mohan & van Naerssen 1997:2)

In terms of a pedagogic framework for CLIL, then classroom-based evidence indicates that there are four building blocks for effective CLIL practice. These four building blocks feature in the CLIP findings and are common across other CLIL research projects (Coyle 2002). Teachers, learners, trainers and researchers are collectively exploring the interrelationship between subject matter (content), the language of and for learning (communication), the thinking integral to high quality learning (cognition) and the global citizenship agenda (culture) - which constitute four Cs. The 4Cs Framework (Coyle 1999) takes account of integrating learning (content and cognition) and language learning (communication and cultures). The 4Cs Framework suggests that it is through progression in knowledge, skills and understanding of the content, engagement in associated cognitive processing, interaction in the communicative context, developing appropriate language knowledge and skills as well as acquiring a deepening intercultural awareness through the positioning of self and 'otherness', that effective CLIL takes place. From this perspective, CLIL involves learning to use language appropriately whilst using language to learn effectively.

It is built on the following principles:

1. Content matter is not only about acquiring knowledge and skills, it is about the learner creating their own knowledge and understanding and developing skills (personalised learning);
2. Content is related to learning and thinking (cognition). To enable the learner to create their own interpretation of content, it must be analysed for its linguistic demands;
3. Thinking processes (cognition) need to be analysed for their linguistic demands;
4. Language needs to be learned which is related to the learning context, learning through that language, reconstructing the content and its related cognitive processes. This language needs to be transparent and accessible;
5. Interaction in the learning context is fundamental to learning. This has implications when the learning context operates through the medium of a foreign language.

6. The relationship between cultures and languages is complex. Intercultural awareness is fundamental to CLIL. Its rightful place is at the core of CLIL.

In the 4Cs Framework, the language and communication are used interchangeably. This is not only a syntactical device for promoting 'c' concepts but also a strategy for promoting genuine communication in the foreign language if learning is to take place. It is an attempt to redress the criticism made by Donato (1996) that we 'educate learners towards communicative incompetence rather than competence'.

The framework for a CLIL curriculum design has grown out of classroom practice. Perhaps the most fundamental shift it brings is a rethink of the role played by language learning and using. No longer can the foreign language be parcelled into grammatical progression leaving past tenses and more complex linguistic constructions 'until later'. Students studying sustainability, for example, will need easy access to expressing 'future' whilst those studying the industrial revolution will need to use past tenses. This is in sharp contrast to the linguistic progression upon which foreign language is based. CLIL learners need to discuss, debate, justify and explain using more complex language and different sorts of language than would be practised in the regular foreign language lessons. In turn the language needed is linked closely with literacy issues in the mother tongue – scaffolding language in a different way than in foreign language lessons is required. The use of writing frames and speaking frames is commonplace in CLIL.

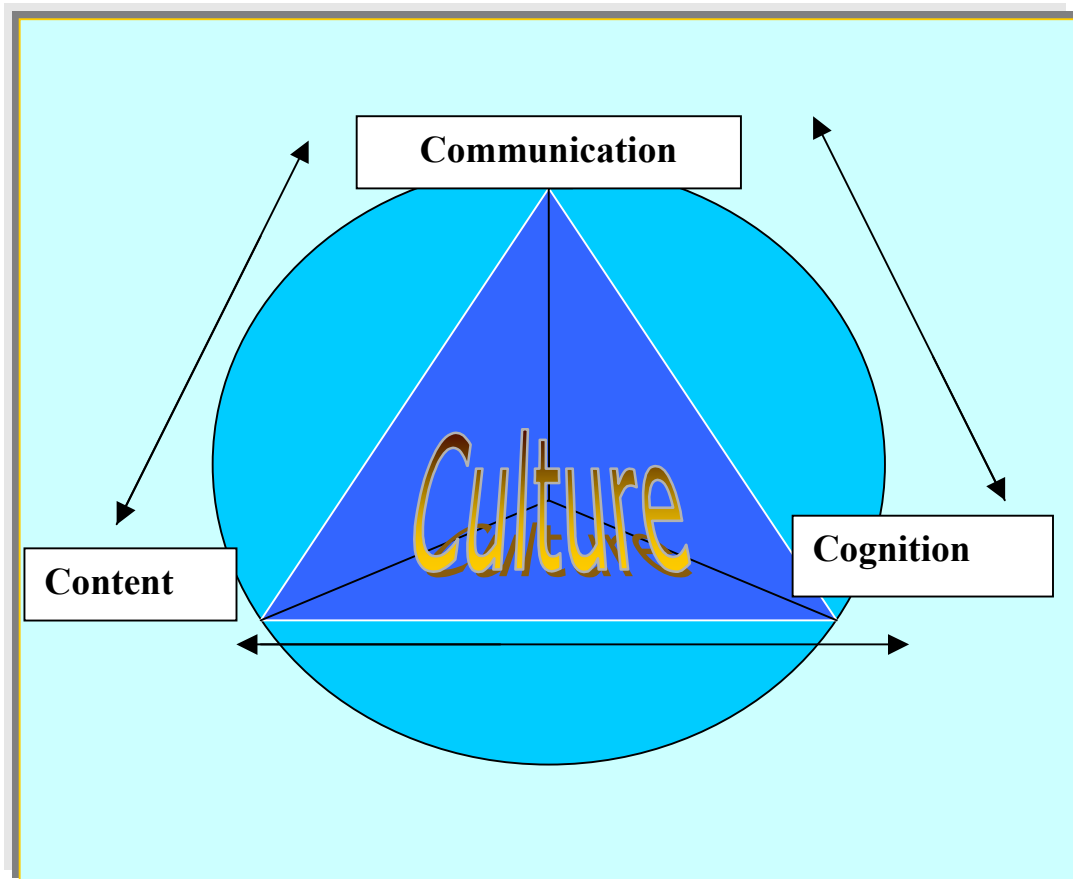


Fig 1 The 4Cs framework for CLIL

Moreover if the content determines the language needed in CLIL, then language **of** learning, **for** learning and **through** learning is a more relevant analytical approach to determining the language to be taught in CLIL classrooms rather than through

grammatical progression. The language the learners need to access basic concepts and skills related to content determines the language of learning. Language for learning focuses on the language needed to enable individuals to learn in a foreign language environment – how to operate in a group discussion, how to develop learner strategies, how to summarise, hypothesise and ask cognitively challenging questions. Language through learning is predicated on the notion that learning cannot take place without active involvement of language and thinking. The CLIL environment demands a level of talking and interaction that is different to that of the traditional language classroom. The implications are far-reaching and CLIL teachers and researchers are currently involved in exploring and sharing successful practice. Planning CLIL lessons requires a different approach from tried and tested practice embedded in either subject disciplines or foreign language study. Complemented by effective practice in foreign language classrooms, CLIL provides an alternative context for language learning and using. The practical applications of CLIL encourage constant and meaningful contextualisation of content in lessons. This cross-curricular dialogue impacts on all departments involved.

CLIL Teacher A: I think for me as a teacher, I've learnt some different ways of doing this and I think that impacts on how you teach the language. [...] It brings different ideas in and so I think the benefits for teachers are learning from another curriculum area and how they do things.

CLIL Trainer: [CLIL] places successful content or subject learning at the very heart of the learning process. However, more traditional transmission models for content delivery, i.e. those conceptualising the subject as a body of knowledge to be transferred from teacher to learner, may no longer be appropriate. The symbiotic relationship between language and subject understanding demands a focus on how subjects are taught whilst working with and through another language rather than in another language. The shift has brought with it a need to redefine methodologies to take account of language use by both teachers and learners that encourages real engagement and interactivity. It has also brought with it teacher reflection on how best to teach and embraces issues fundamental to the education process itself. CLIL has implications for teacher education at both pre and in-service levels.

Motivating teachers, motivating learners: the case for CLIL

What I set out to do in this article was to present the case for CLIL using the voices of those most closely involved. I am anxious to point out that realising CLIL potential takes time, effort and reflection. There are some issues and challenges to be faced without easy answers, which have not been discussed in detail here. Ultimately poor CLIL teaching is poor teaching. However, I also hope to have provided encouragement to both language and content teachers to experiment with CLIL based on the results reported by other pioneering CLIL teachers. One of the most powerful findings of CLIL groups centres on increased motivation in both learners and teachers. One student referred to CLIL as 'personal investment,' another as 'wanting to come to lessons' and another as 'forgetting the language and learning new things well'.

CLIL Teacher A: Because we're always working at it and always thinking about it [...] there's so much goodwill and effort going into it [...] [The bilingual classes] are equally as motivated if not more.

CLIL Teacher B: The benefits for me as a teacher is that it's interesting, it's something new that I have to learn for myself

CLIL Teacher E: [...] the kids feel special, they feel like they're achieving something, they feel highly motivated because they're challenged and they feel like they're

doing something which is difficult and doing it well. They suddenly begin to understand that it's possible to learn in different ways and I think, depending on how the classrooms are organised, it can help develop social skills and group work skills, talk skills, all of those cooperative learning type skills. But again, that's very much getting into the agenda of effective teaching.

So what fosters motivation in CLIL classrooms?

- Teacher motivation through collaboration with other colleagues and cross-curricular opportunities; breaking down departmental barriers by engaging in dialogue on pedagogical issues and practices that apply to other subject areas.
- Teacher sense of involvement in curriculum development at grass-roots level to meet the needs of learners '*Educators think students do not care, while students tell us they do care about learning but are not getting what they need*' (McCombs and Whisler 1997: 38).
- Flexible non-prescriptive models which encourage context driven changes
- The CLIL pedagogic framework for guidance that reconceptualises existing practice encourages a sense of 'ownership' in terms of developing one's professional practice.
- Motivated teachers 'breed' motivated learners: enhancing learners' values and attitudes related to the foreign language through 'different' approaches; increasing learner expectations; making the content more relevant for learners (in terms of the subject matter and the cognitive level at which learners operate – which is not dependent on linguistic level); such issues are reflected in Dörnyei's (2001) second phase of motivational teaching practice.
- Dörnyei (2001) also highlights classroom strategies which are needed to maintain motivation- these include making the learning stimulating and enjoyable, presenting tasks in a motivating way and building learners' self-esteem and confidence- all of these were reported on by teachers in CLIP.

Perhaps the most powerful consequence witnessed by the teachers and learners is a sense of being part of a learning community – where everyone has a role to play. Building communities of practice is dependent on cooperation, collaboration and partnerships for learning. They involve content and language teachers working together, subject and language trainers sharing their ideas and supporting classroom enquiry, networks of CLIL teachers and their learners working on joint curricular links and a genuine belief that for emerging CLIL pedagogy to guide practitioners, it must be owned by the community, developed through classroom exploration and understood *in situ*- a theory of practice developed for practice and through practice. CLIL is not THE answer but it offers an alternative to be explored by learners, teachers and trainers. After all, as one student exclaimed: *CLIL rocks!*

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Dartford Grammar School
Greenbank High School
Elliott School
Park View Community School

Tile Hill Wood School
Tomlinscote School
Wolfreton School

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CLIL Lesson Plan

Castles

Aims

1. To successfully team-teach an introductory lesson in CLIL Humanities in French to year 8.
2. To introduce the theme of castles in French

Objectives

Teaching Objectives: What I plan to teach	Learning Outcomes: What learners will be able to do at the end of the lesson
A. Content	
<ul style="list-style-type: none"> • Introduction to fortified castles • 4 key locations • 4 key functions • Understand the relationship between functions and locations... leading to • Essential features of castles 	With support: <ul style="list-style-type: none"> • describe locations (Sp/Wr) • describe functions (Sp/Wr) • describe, explain & justify choices (Sp/Wr) • memorise key vocabulary • memorise & use key phrases
B. Cognition	
<ul style="list-style-type: none"> • understand concepts and apply them • make choices about castle location • justify decision-making with reasons • problem solve- essentials for castle functions • independent research • knowledge transfer 	<ul style="list-style-type: none"> • memorise key phrases and apply them in different ways • transfer key language • understand justification • make informed choices
C. Communication [Language and linguistic considerations]	
C.1 Language of learning (i.e. essential vocabulary/grammar associated with the topic and theme content) Key phrases needed for example: Le château est situé ... La fonction du château est... Il nous faut... Parce que...	

Key vocabulary (see separate sheet)

C.2 Language for learning

(i.e. language needed to operate in the learning environment and in particular this lesson)

Language: How to describe

How to explain

How to justify/present a case

This language to be scaffolded via writing frames and talk frames and activities

Learning how to learn: Language for group work

Understanding instructions

How to deal with not understanding

How to make a mini presentation

C.3 Language through learning

Dictionary use for vocabulary extension

Homework research

D. Culture/Citizenship

- | | |
|---|--|
| <ul style="list-style-type: none">• understand authentic images• carry out research on Château d'If• understand the difference between château/château fort | <ul style="list-style-type: none">• raise awareness about different castles in other countries• find out about the Château d'If• explain the difference between château/château fort |
|---|--|

Planning using the CLIL Curriculum Framework:

A Departmental Checklist

Stage One:	<ul style="list-style-type: none"> Decide what YOU mean by CLIL in your own context/school/class
Guiding principles	<ul style="list-style-type: none"> Discuss these with other colleagues in your own department and in other departments
Looking at Learning	<ul style="list-style-type: none"> Discuss guiding principles for learning, e.g. implications for group work, independent learning, whole class teaching
Ethos	<ul style="list-style-type: none"> Define aims and objectives of CLIL teaching programme as well as learning outcomes as they fit in with the whole school vision
Stage Two:	Starting to use the 4Cs Planning Tool for the Topic/Module
Analysing the Teaching Curriculum	<ul style="list-style-type: none"> Carry out curriculum subject audit, i.e. identify the content knowledge, skills and understanding to be taught in the topic/theme/module Carry out a thinking skills or cognitive processing analysis, i.e. relate the content defined in 1 to thinking skills
Overview planning for the topic/theme/Module	<ul style="list-style-type: none"> Consider the culture/citizenship implications Identify the linguistic elements to carry out 1, 2 and 3 Create a schema or wall chart (with 4 columns – content; cognition-thinking skills; citizenship – leave the final column blank at the moment) showing interrelationship and interconnectedness of 1, 2, and 3 Now fill in the final column. Identify the communication (language) needed to carry out the above by the learners You can use this 4Cs document as self evaluation
Stage Three:	Using CLIL tools:
Preparing the Learning Context	<p>3As for detailed lessons planning. The Matrix for task and materials design</p> <ul style="list-style-type: none"> Use schema above to define tasks Identify appropriate related teaching strategies – how to support learners Identify appropriate related learning strategies – how learners can learn to support their own learning Ensure teaching objectives and learning outcomes are clear and achievable AND that tasks are sequenced to build in progression. Such as: 'By the end of the year/term/week/series of lessons I want my learners to ...' Prepare appropriate materials – with special attention to those incorporating learning strategies and pedagogical scaffolding Use matrix or similar to analyse the teaching materials and/or tasks

Stage Four:	Monitoring the programme: LOCIT
Monitoring Progress	<ul style="list-style-type: none"> • Collaboration with other teachers, e.g. observing each others' lessons and analysing according to negotiated criteria, e.g. record and transcribe sections of lessons to compare what is going on with what has been planned • Collaboration with learners, e.g. make learning aims explicit, explore use of learner talk, learner diaries • Use of <u>assessment for learning</u> procedures which relate to process rather than outcome • Check sequencing of tasks
Stage Five:	Evaluation of teaching and learning process
Evaluating	<ul style="list-style-type: none"> • Decide how you will evaluate the CLIL work you have done before you start – parents' evening? Other teachers to observe? Presentation by pupils to other pupils? • Revisit your 4Cs overview topic to evaluate how successful you have been (self-evaluation) • Always relate this to schema and involve learners: relate to explicit learning aims, revise or adjust the schema and set new targets • Publish your results

Extract from the [CLIL Teachers Tool Kit: a classroom guide](#) available from Do Coyle at do.coyle@nottingham.ac.uk

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