CLIL: a multilingual approach to innovative & creative classrooms

Do Coyle

Creativity and Innovation in ELT
2nd International TEFL Conference, Lisbon 20th November 2009
Aims of this presentation

In this session I shall aim to raise the following:

• Why are innovation and creativity so important?
• What is the role of language in learning?
• What does CLIL have to offer innovation and creativity?
• Exploring the potential of CLIL through teacher-learner researcher and professional learning communities
• Discussion
“The modern world puts emphasis on better use of knowledge and rapid innovation....requiring a broadening of the creative skills base for the whole population ...there is a need for skills and competences that enable people to embrace change as opportunity and to be open to new ideas in a culturally diverse knowledge-base society. Education and training are determining factors in this.”
Re-conceptualising **language** 2009
Multilingualism IS the norm

We need to have two or more languages in order to know we have one.....

Leonard Orban
26th September 2008
21st Century Multilingual Demands

World Englishes

MT +2

Education through a 2nd or 3rd language is the norm

Identity investment

Need to have access to a range of languages at a range of levels

CEF
Common European Framework

Pluri-literate learners

Diverse dynamic classrooms
European Key Competences

- Communication
  (first language and others)
- Learning to Learn
- Cultural Awareness and Experiences
- Digital Competence
- Creativity?
A Study on the Contribution of Multilingualism to Creativity* June 2009

Innovation is linked to action, creativity to thinking

- Enhanced Learning Capacity
- Enhanced Mental Flexibility
- Enhanced Problem-solving Capability
- Enhanced Interpersonal Ability
- Expanded Meta-linguistic Ability
- Reduced Age-related Mental Diminishment

Innovation and knowledge have been recognised as the driving forces for Sustainable growth in the framework of the Lisbon strategy for the future of Europe. Creativity is central to innovation (EC 2009)

* European Commission [Marsh et al]
Multilingual activity......

• Benefits go **beyond communication**

• ‘Neurons that fire together, wire together’ [Hebb] - we need more Higher Order Thinking s

• Benefits accrue **regardless of language levels** - not the unique privilege of the bilingual learners

**BUT....**
Making the case…

• So far I have explored why innovation and creativity are important elements of 21st century learning ‘validated’ by the neuroscience report about the potential effects of multilingual learning

BUT

• We must explore this potential in terms of how we teach languages and how they are learned in our classrooms IF we agree that language is a learning tool
Language Learning
Who says....

• Language learning is different from other kinds of learning? Geography? Science?
• Grammar always has to follow a pre-determined chronology?
• Target language ‘puts off’ learners? And we need constant translation?
• Communicative LL means formulaic PPP?
• What the content of the language lessons should be? What is the knowledge base?
• Language learning is different from and exclusive of language using?

6 questions all language teachers need to ask
Communicative principles

1. Language for communication
2. Diversity is recognised and accepted as part of language development
3. Learner competence is relative in terms of genre, style, correctness
4. Multiple varieties of language are recognised
5. Culture is instrumental
6. No single methodology or prescribed techniques
7. Language using as well as language learning

Savignon 2004

are integrated learning [CLIL] principles
Language - our greatest learning tool
As education throughout the world becomes increasingly multilingual and multicultural, we must look beyond the individual learning the language system and consider language as a medium of learning, the coordination of language learning and content learning, language socialization as the learning of language and culture… and discourse in the context of social practice
Looking for answers…

Too much attention is directed towards finding the ‘best method’, even though fifty years of educational research has not been able to support such generalisations. Instead, we should ask which method or combination of methods is best for which goals, which students and under which conditions.

Dahllof, U (1999)

Towards a new model for the evaluation of teaching
which lie in classroom pedagogies...

If you want to improve the quality of teaching, the most effective place to do so is in the context of a classroom lesson...The challenge now becomes that of identifying the kinds of changes that will improve learning for all students...of sharing this knowledge with other teachers...

Stigler, J & Hibbert, J (1999)

*The Teaching Gap*
A paradox

In subject matter learning we overlook the role of language as a medium of learning, and in language learning we overlook the fact that content is being communicated.

Mohan, 1986
Language Using Language Learning

As teachers if we accept language is a learning tool as well as a communication tool then we have to re-conceptualise our classroom practice.

*If you always do what you’ve always done you will get what you’ve always got!*
SO.... to avoid the empty seat syndrome

• We need to re-conceptualise what our lessons will be like if we make language not only an object of study but the medium of study i.e. language as a learning tool

• The recent explosion of interest in CLIL leads us to explore further the links between language and learning to generate creativity and innovative learners
Content and Language Integrated Learning

CLIL is a developing, flexible concept where content (e.g. non-language subject/s, cross-curricular themes and holistic issues) and foreign languages - are integrated in some kind of mutually beneficial way so as to provide motivating, value-added experiences to educational outcomes for a wide range of students.
Motivating Learners
evidence from CLIL classrooms

- Relevance
- Accessibility – now not later
- Appropriate learning environments (challenging, enjoyment, curriculum connectedness, belonging)
- Learner-teacher involvement (learning communities, learning spaces, self and otherness)
CLIL Research Findings

1. Motivation
2. Linguistic confidence and competence
3. Pluriliteracies – transfer
4. Neuroscience findings: neural networks
5. Repositions languages in school curriculum
6. Global citizenship & internationalisation
7. Revisits effective teaching/learning
8. Communication/learning spaces
9. Encourages global curricular linking

Towards a CLIL vision
CLIL potential

- CLIL is not language teaching but it contains some elements of language teaching. Therefore as language teachers adopting a CLIL approach to some of our work is likely to beneficial providing that the key pedagogic demands and principles are met.
- The following slides present how a professional learning community of teachers are taking hold of CLIL to explore it further in their lessons. The teachers working together are a mixture of language teachers and subject teachers
Borderless Classrooms

Linguistic Capital
Linguistic Inclusion
Content Language Integrated Learning Experiences

Learning

Pedagogy

Meta-cognition

Talking about learning

Sharing within and between schools to create teacher-owned practice-based evidence
Knowledge Sharing

One of the most powerful resources that people in any organisation have for learning and improving is each other. Knowledge economies depend on collective intelligence and social capital - including ways of sharing and developing knowledge among fellow professionals. Sharing ideas and expertise, providing moral support when dealing with new and difficult challenges, discussing complex individual cases together - this is the essence of strong collegiality and the basis for professional communities.

Hargreaves 2003:84
Since all teachers have a theory of teaching, at least an implicit one, the first task of curricular renewal is to invite interested teachers to examine their own theory, making it explicit... and determine options for pedagogical action on its basis.

Van Lier 1996:28
Feeling that you are respected, able to talk about your views have an impact, able to think language makes you think that learners as researchers.
LOCIT process

- The following slides describe the LOCIT process (Lesson Observation and Critical Incident Technique)
- If you are interested in finding out more about this way of teacher supported and owned professional learning then contact Do Coyle
LOCIT
Lesson Observation & Critical Incident Technique

The process of organic knowledge creating - situated in learning communities in and across schools which grow evidence gained through Theories of Practice co-constructed by teachers and their learners and researchers.

Coyle 2008

A dialogic mediating tool to support co-constructed understanding in and across schools
Lesson Observation

1. Identify a focus for inquiry
2. Teacher selects two or three consecutive lessons for digital video recording. The ‘best’ one is selected for editing [by teacher and learners]
3. Video editing to be no more than 15 minutes (usually approx 12 minutes) using Movie Maker
Critical Events (Wragg 1994)

Using dialogic spaces (Wegerif, 2007) critical incidents or events are identified through the criterion of ‘learning moments’ (Katie Lee 2006), and in response to the questions:

- *When did learning take place?*
- *Why?*
- *So what now?*
What is ITALIC all about?

- Putting CLIL on the map from early pioneers to regular curriculum;
- Using a unique approach to curriculum innovation and professional learning;
- Demystifying CLIL and encouraging more schools to develop an integrated curriculum;
- Provide examples of not only how it works but why it works and the conditions needed;
In the ITALIC project all the video clips and commentaries, ideas and suggestions are uploaded into a protected web-space which supports teachers and learner collaboration within schools and crucially across schools so that teachers are able to work together and share their practice and distance is no problem.
LOCIT TOOL
LOCIT TOOL
LOCIT TOOL

Reviewing a lesson.
1. Select or add a criterion.
2. Add a review and a transcription (optional).
3. Select the relevant video fragments.
What the learners say:

In CLIL lessons

- We learn when Miss explains then makes us do something similar but different [S6]
- Using other languages to think in is hard but it really helps us understand the main ideas and I suppose it’s harder to forget [T2]
What the teachers say:

In CLIL lessons

- I know that for my learners to learn they have to be able to use language they don’t already know. It’s my job to make sure the tasks we do develop those opportunities in a systematic way - you know recycling [Ke9]

- For pupils to articulate what they have learnt they also need to create new language so they need scaffolding to support this. Osmosis takes too long [CX3]

- Rethinking classroom learning activities has been an eye-opener for me and the learners [pt3]
What the teachers say:
In CLIL lessons

Analysing CLIL principles has been do-able because we have shared it, we have had to shortcut, we have explored 4Cs, BICS and CALP, classroom discourse and grammar and come up our own versions which work for us - a sort of collective understanding. We feel WE and our pupils are the innovators now
The following slides are examples of some of the pedagogic issues which teachers working with CLIL have worked on and shared. These are all based on understanding and clarifying for themselves what CLIL pedagogies really mean in practice!
BIG QUESTIONS

What is our CLIL vision?
What is the pluricultural and plurilinguistic potential?

Transforming and growing CLIL
What are CLIL pedagogies? How do our students learn?

Transforming and growing CLIL

MORE BIG QUESTIONS
Classroom Pedagogies and Materials development

Transforming and growing CLIL
Technology for Cultural Understanding

Curricular linking
Sister classes (Cummins)
Global Leap
Science Across World
Borderless classrooms

Transforming language using
Implications of multi-lingual integrated learning approaches

- Content
- Language

Culture Context
Problematising multi-lingual learning approaches

Language learning and language using

cognition

language
Teaching and Learning through a foreign language
THE DEVELOPMENT OF ACADEMIC EXPERTISE

Teacher – Student Interactions

Maximum Cognitive Engagement

Maximum Identity Investment

Focus on Meaning
- Making input comprehensible
- Developing critical literacy

Focus on Language
- Awareness of language forms and uses
- Critical analysis of language forms and uses

Focus on Use
Using language to:
- Generate new knowledge
- Create literature & art
- Act on social realities

J. Cummins 2006
Language Learning and Language Using

Communication Language using

Grammar gains Language learning
Reconceptualising Language Learning

Language of learning

Foreign Language learning

Language for learning

Language through learning

An alternative strand to grammatical chronology & the word, phrase/sentence, text approach
Using a matrix for quality audit

High cognitive

3

4

Low linguistic

Low cognitive

2

1

High linguistic
Flexible CLIL Models

- Language Teacher led
- Subject Teacher led
- Joint

Can be done at any level, any language, any learners
Exemplar Materials

Go the url to find a wide range of materials, lesson plans and teachers notes developed by the CLIL community of professionals in Catalonia.
LESSON PLAN 1

Aim: To make an introduction to acids, alkalis and indicators; to discuss hypotheses.

Teaching objectives:
Content
• Indicators
Communication
• Use of perhaps’ to make hypotheses
• Interpreting data and writing conclusions
Cognition
• Remembering the steps of an experiment
• Analysing and evaluating hypotheses

Outcomes:
At the end of the lesson, students will be able to
• know that acids and alkalis have different effects on indicators
• recognise the importance of hypotheses in science
• draw and recognise sketches of laboratory tools and experiment steps
• know scientific vocabulary
• make hypotheses and discuss them with team members
• write conclusions concerning an experiment
• present and defend an argument
• understand the result of an experiment
• develop criteria for judging the value of a hypothesis

Tasks planned and timing:
1. Power-point to introduce the subject, what it is about, that it will be taught in

(10 min)

6. Power-point: which of the hypotheses is the true one and why, introduction to indicators and their effect with acids and alkalis (10 min)

7. Homework: a handout to draw the steps of the experiment, a handout to remember the effects of acids and alkalis on indicators

Further materials
http://www.xtec.es/crle/05/aicle.htm
EXAMPLE 1

Making and testing hypotheses

Why did the flower change its colour?

A. I think that perhaps the flower changed its colour because...
   The flower was in fact pink, and with the first spray it got clean, and with the second one it got dirty.

B. I think that perhaps the flower changed its colour because...
   There was a pink dye in one of the sprays, and a white dye in the other one.

C. I think that perhaps the flower changed its colour because...
   The substance in the spray destroyed the outer layers of the flower, and let us see the pink deeper layers.

D. I think that perhaps the flower changed its colour because...
   On the flower petals the teacher had put a substance that changed with the substances inside the sprays.

E. I think that perhaps the flower changed its colour because...
   It was not a natural flower, but an artificial one made of transmutational plastic, the colour of which changed every 2 minutes and 37 seconds.
EXAMPLE 1
Making and testing hypotheses
Why did the flower change its colour?

SUBSTANCE hypothesis

Things you can do to test this hypothesis:

**To the flowers:**
- smell
- touch
- compare two flowers
- observe the drops

**To the sprays**
- try them on water
- try them on another liquid

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<th>TEST YOUR HYPOTHESES</th>
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<th>Hypothesis 1:</th>
<th>Evidence supporting</th>
<th>Evidence refuting</th>
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<td>We... (verb in past) and we found that...</td>
<td>We... (verb in past) but we didn't find that...</td>
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<th>Hypothesis 2:</th>
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Connecting…

content cognition

communication culture

Classroom practices with CLIL Pedagogies……
Borderless classrooms

syntactic~ semantic~ pedagogic integration involves a journey from

‘bains linguistique’ to
‘bains d’apprentissage’

*The ontogenesis of language is at the same time the ontogenesis of learning*

Halliday (1993)
Professional Learning Networks

Critical look at our practice

Learner involvement

Building on the rich potential of language as a learning tool and an object of learning

Teachers and Learners as innovators

Seizing the opportunities
Thank you!
For further information contact
do.coyle@abdn.ac.uk