

# CLIL and EFL Side by Side

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# Contents of talk

- Definitions of CLIL and EFL
- CLIL and EFL side by side: aims, syllabus, methodologies, language, contexts
- Research findings on major issues
- Round up

CLIL = ????

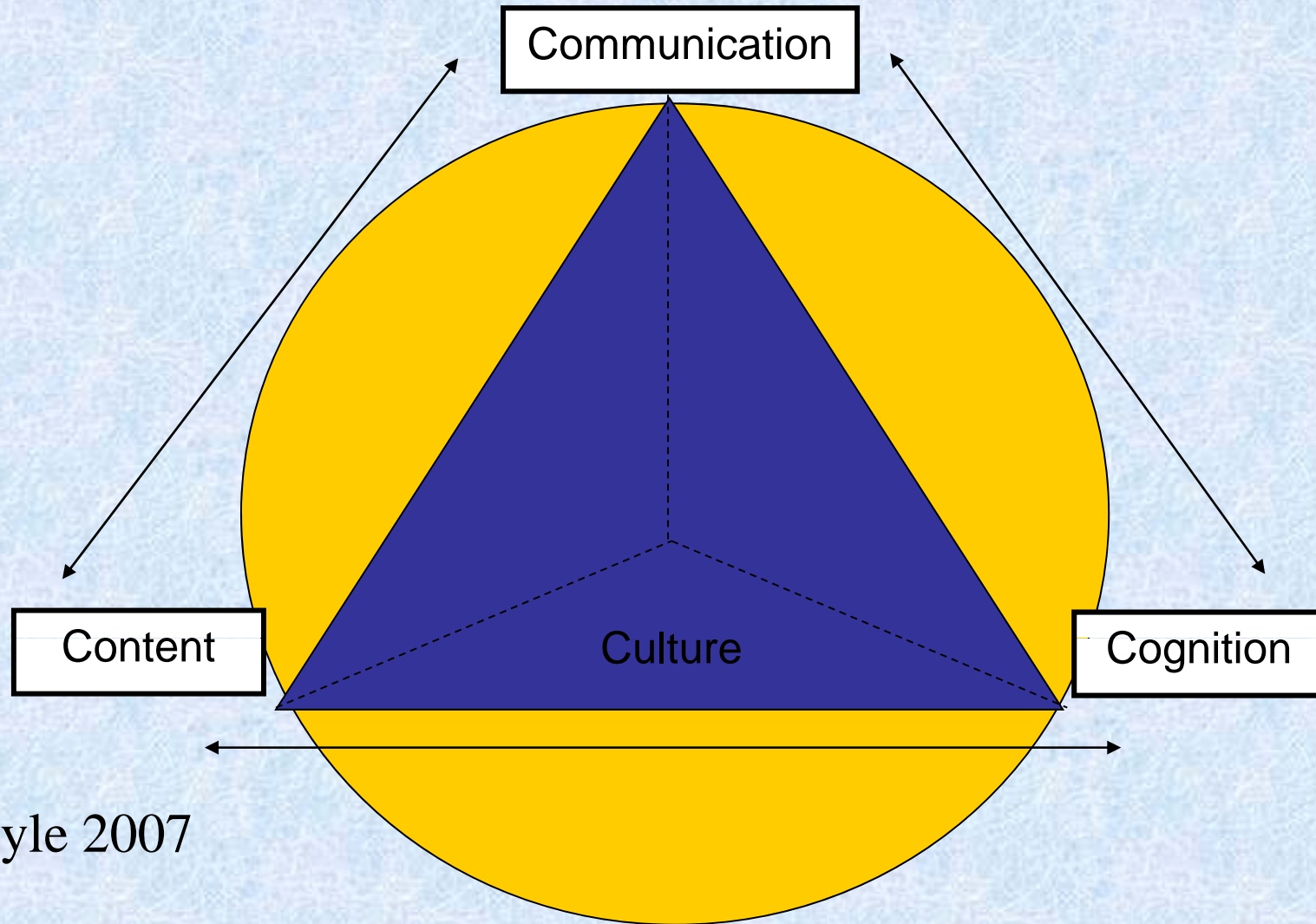
**C**ontent and  
**L**anguage  
**I**ntegrated  
**L**earning



‘A foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role’

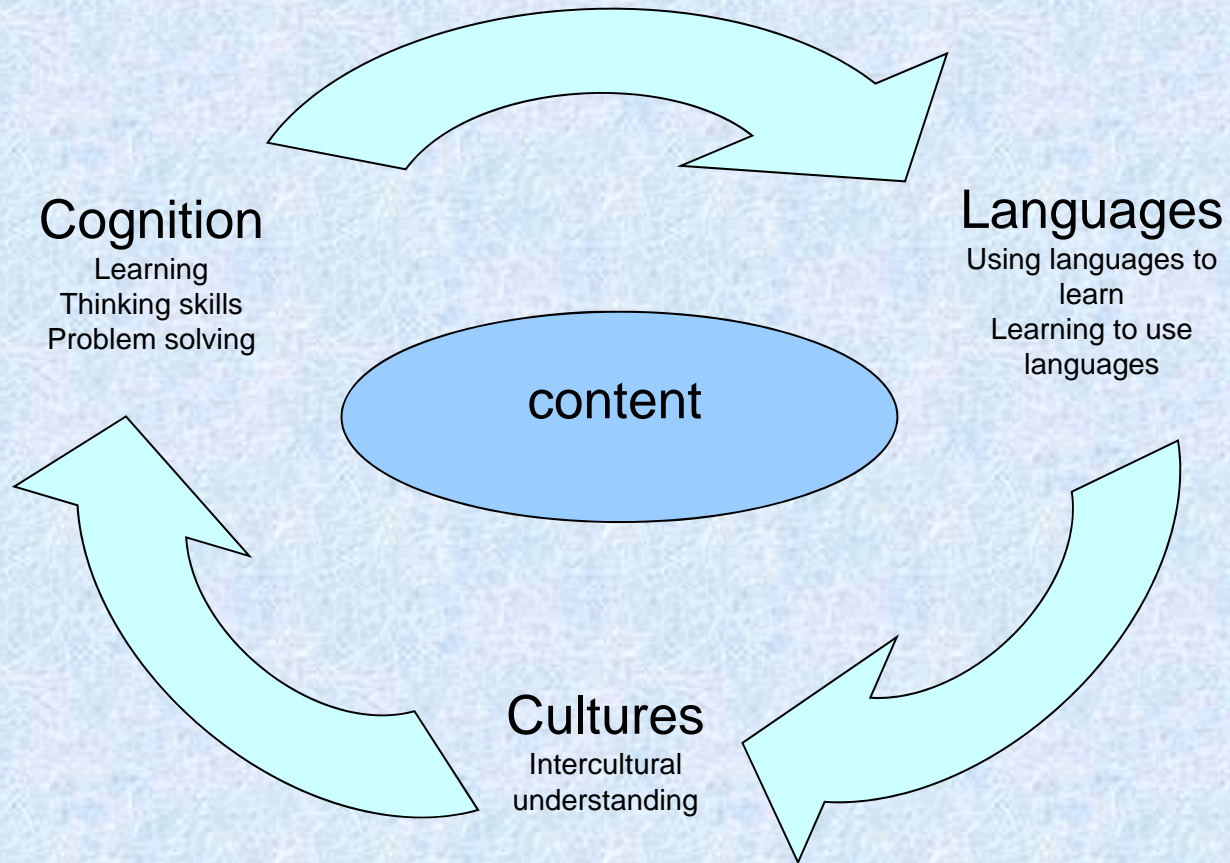
Marsh 2002

# The 4Cs framework



Coyle 2007

# Curriculum and Pedagogy



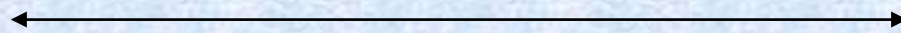
**Focus**

**On**

**Subject**

**Bilingual**

**Education**



**CLIL**

**Focus**

**On**

**Language**

**Language**

**Teaching**





**EFL = ??**

# EFL

- **E**nglish as a **F**oreign **L**anguage
- Often focusses on survival and social English  
(based on Council of Europe's Threshold Level)

# Aims

## CLIL

Competence in 4 C's:  
Cognition  
Community/ Culture  
Content  
Communication

## EFL

Proficiency in L2

# Syllabus

## CLIL

As per content subject  
e.g. geography, maths  
etc.

4Cs

## EFL

- language skills
- structural and functional areas of language
- vocabulary
- tasks
- (learning to learn)



# Language taught

## CLIL

- Derived from content subject
- No structural grading
- Some simplification of language of instruction
- Generally CALP oriented (Cummins 1979)
- Language of/ for/ through learning

## EFL

- Generally graded
- Based around topics of general interest, daily activities and needs/ survival
- Generally BICS oriented (Cummins, 1979; English for social/ transactional purposes)

# BICS and CALP

## BICS

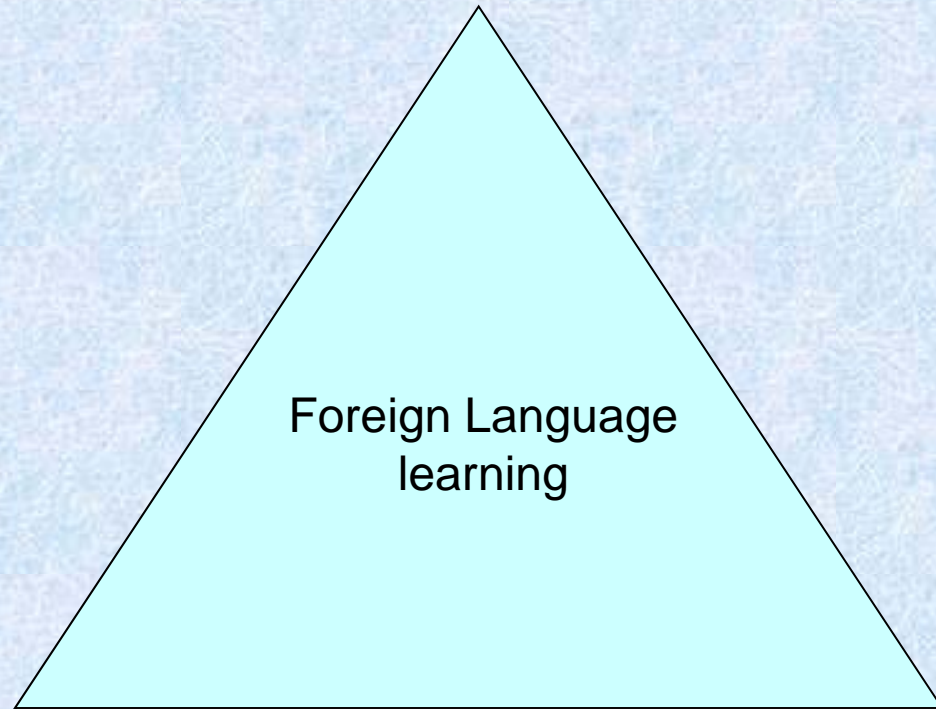
- **Basic Interpersonal Communication Skills**
- Meaning supported by contextual and interpersonal clues e.g. gestures, intonation, facial expression
- Conversational

## CALP

- **Cognitive Academic Language Proficiency**
- Meaning unsupported by context
- Abstract and academic

# Reconceptualising Language Learning

Language **of** learning



Foreign Language  
learning

Language **for** learning

Language **through** learning

Coyle 2007

An alternative route to SLA  
A language using model



# Methodology

## CLIL

- Exposure and acquisition
- Scaffolded learning
- Interactive and dialogic
- Some focus on form of language
- Focus on 4Cs

## EFL

- Communicative/
- Structural/
- Task-based/
- Eclectic/
- etc
- (Mixture of focus on meaning and focus on forms)



# Context of learning

## CLIL

- Language and/or subject teacher
- Few materials readily available
- Varying amounts of time

## EFL

- Language teacher
- Many materials available
- More standard allocation of time

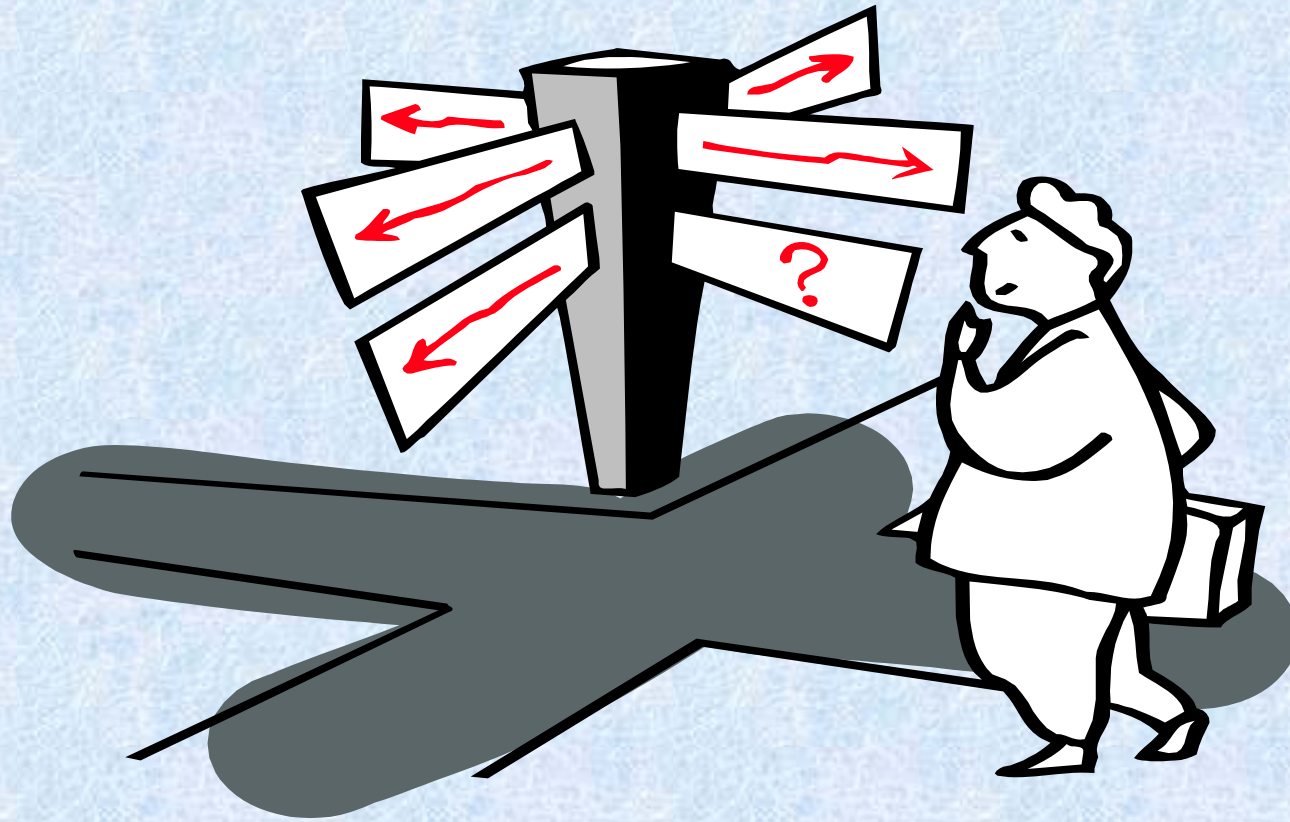
# The ideal CLIL teacher

- has subject specialism
  - is proficient in the FL
  - uses CLIL methodology
  - uses language-appropriate materials
  - integrates content and language learning during lessons
  - has skills needed to plan CLIL lessons
  - able to identify language demands of subject materials
  - familiar with aspects of CLIL task design
  - participates in professional development
- (Keith Kelly )

# The ideal EFL teacher

- has does not have subject specialism ✗
- is proficient in the FL ✓
- uses CLIL EFL methodology ✓  
uses language-appropriate materials ✓
- integrates content and language learning during lessons ✓
- has skills needed to plan CLIL EFL lessons ✓
- able to identify language demands of subject language materials ✓
- familiar with aspects of CLIL EFL task design ✓
- participates in professional development ✓







## **Discuss**

**‘Good/ bad things about CLIL and/ or EFL’**

### **Based on**

- your experience**
- your thinking/ reasoning**



# Some issues in EFL

- Insufficient exposure to FL
- Meaningfulness of input and interaction
- Learner motivation
- Insufficient classroom interaction
- Level of language processing

(Perez- Vidal, 2009)



# Positive findings on CLIL

- CLIL helps boys learn language (Baetens Beardmore, 2009)
- CLIL does not negatively affect learning of content subject, can enhance it (Zarobe 2007)
- CLIL can enhance language proficiency (Ackerl, 2007; Hutter & Rieder-Beinemann, 2007)
- CLIL can enhance students' motivation, language retention, involvement, risk taking (Coyle, 2006)



# Some issues in CLIL

Learning in L1 rather than L2 produces:

- better exam results
- greater advancement in subject
- better self perception and self esteem
- greater classroom participation

( Tsui 2005, Wannagat 2007)

## Some issues in CLIL

- Takes time from L1 learning at primary level, leaving children unsure in their mother tongue (Kirkpatrick, 2009)
- Teachers have insufficient L2 proficiency (Ibrahim, Gill, Nambiar, Hua, 2009)
- Weaker learners are disadvantaged (Clegg, 2009)

# Conditions for successful CLIL

1. Invest heavily in the long-term language upgrading of teachers
2. Invest heavily in training teachers in specialist pedagogy for working with low-L2 learners
3. Ensure quality of literacy and cognitive development in L1 in the early years
4. Develop a national centre of expertise in teaching subjects through L2
5. Partly re-orient training of language teachers towards teaching of language for subject learning
6. Start CLIL after some years of good initial L1-medium education



# Conditions for successful CLIL

7. Explicitly strengthen the teaching of CALP in both L1 and L2 throughout the programme
8. Teach only part of the curriculum – one or two subjects – in the L2
9. Write textbooks with L2-medium learners in mind
10. Do small scale piloting of CLIL in a small number of schools to develop policy and practice
11. Scale up implementation of CLIL when sure it is working
12. Spend a lot of money on this and give yourself 10 years for it to succeed

(John Clegg, 2009)



# Conclusions

*.... there is a potentially large downside to it. In many countries they just don't seem to be equipped to implement Clil.*

***When it works, it works extraordinarily well, but it is actually quite difficult to do well.***

*My feeling is that it may actually take 30 or 40 years for a country to really to pull this one off.*

*(David Gradoll, 2005)*

