# Language awareness and CLIL

## Two uneasy bedfellows and how to **CALM** them

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# Overview

1. **Content, communication, and complexity in CLIL**

2. **Teachers' beliefs about language learning in CLIL**

3. **CALM - a language-aware pedagogical model for CLIL**

4. **Implications for the training and teaching of CLIL**

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# CLIL

*CLIL is a generic term that refers to the teaching of subjects in a different language … It is an **educational approach** in which diverse methodologies are used which lead to **dual focused education** where attention is given to **both** topic and language of instruction.*

*Marsh (2008)*

# CLIL teachers' beliefs on TL teaching

**Qualitative studies on target language teaching in CLIL:**

- mostly immersive, implicit, language bath, input-rich, natural LL;

- minimal instructional intervention; no specific language goals, TL focused teaching techniques are of secondary importance,

- language learning is a by product of content teaching:

Arocena Egaña, Cenoz, & Gorter, 2015, Bovellan, 2014, Gierlinger, 2016, Hüttner et al., 2013, Massler, 2012, McDougald, 2015, Viebrock, 2012, Wegner, 2012.

# CLIL teachers as TL teachers

T2: I just say, okay **I'm not your language teacher**, I am in this sense, I will not check on anyone's language knowledge in the classical sense, I will tell the students that I am not a trained language teacher, and I'll make, when speaking, also my own **mistakes**, but what's important is that you **keep talking**, that is absolutely essential, and only **through talking you learn the language**. (**Comment in reflection session**)

T2: I will communicate with you (.) mainly in English ok (ahm) I would say everybody should try, talk in English, it doesn't matter if you make mistakes**. I am not** (emphasised) **an English teacher** so I will not correct you… you can talk …  as much as you can… that's the most important thing, ok? **(T to students in classroom**)

T1 "I might ruin something, I'm not someone who thinks he can do everything and this (*being a language teacher*) I can definitely not do".
(Gierlinger, 2016)

# What does pedagogically motivated SLA theory say?

- There are **not two separate objects**, language as a system and language as a set of texts. The relationship between the two is analogous to that between the weather and the climate. …. The climate is the theory of the weather. Halliday & Matthiessen (2014)

- Content and language are interconnected as **two sides of one coin**. Llinares, A. (2015)

- **Simply exposing** learners to rich input, as is possible with some analytic approaches, e.g. the natural approach, ..., and some forms of immersion education, even in the context of authentic tasks, is **insufficient**. (Long, M. H. 2011)

- Second **languages** are **not** learned by **osmosis**, as decades of research studies in one-way immersion contexts have consistently shown (Cammarata, L., & Tedick, D. J., 2012).

# The CLIL teaching challenge

**Fish don't know they're in water.**

**like teachers don't know they speak academic language**

**Topic and task appropriate register**

➡ General register/BICS/language of ideas

➡ Academic/ subject-relevant register/CALP/language of display

➡ Technical/subject-specific register

➡ Cognitive discourse functions {Dalton-Puffer, 2013, #79183}

**... to harmonise the topic/task appropriate TL with the learner's emerging TL in and through various registers and contexts**
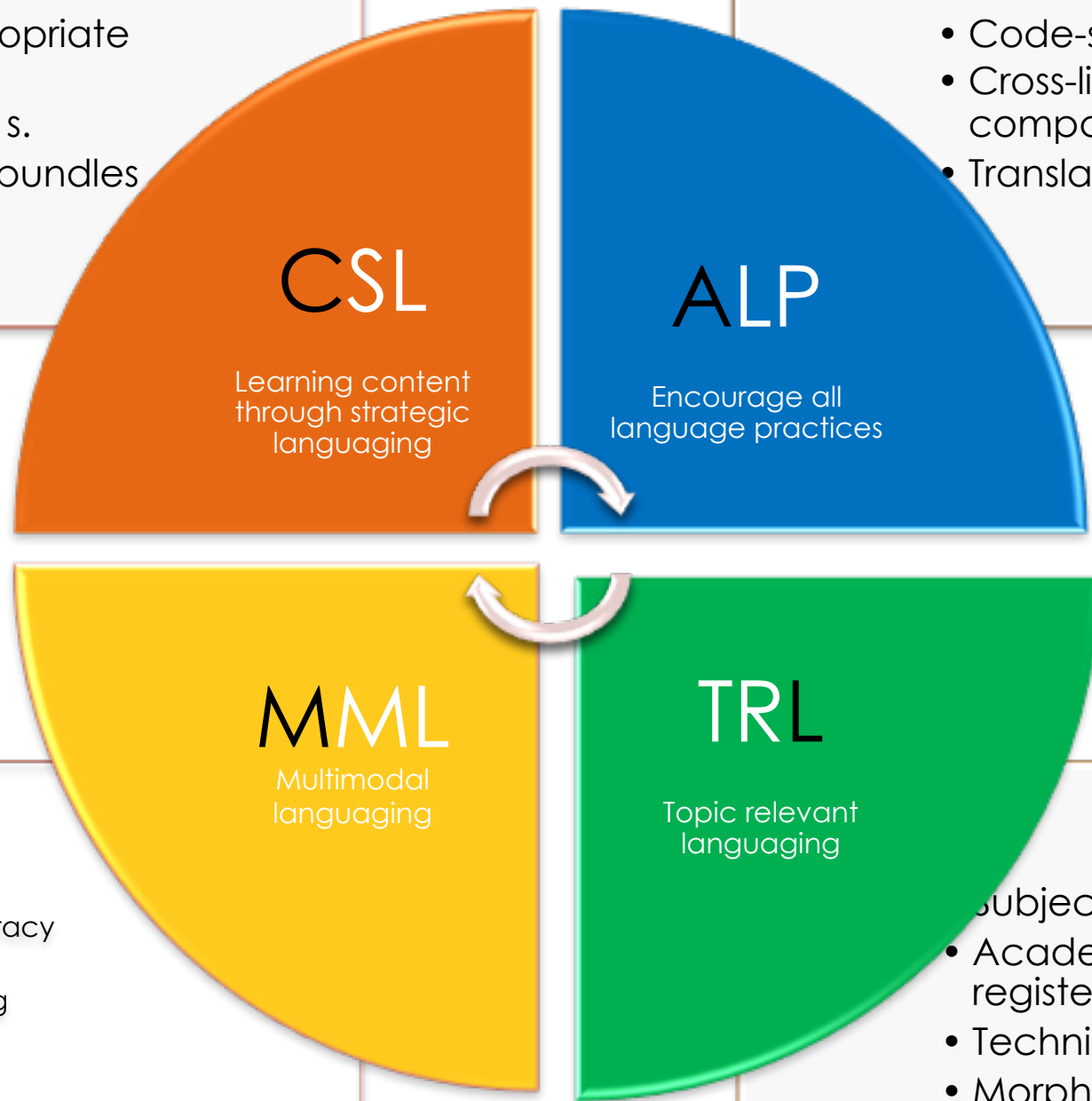
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# Keep **CALM**

- Skills-oriented s.
- Task-appropriate s.
- Individual s.
- Strategic bundles

- Multi-lingualism
- Code-switching
- Cross-linguistic comparisons
- Translation

**Languaging** is the use of **language** to **mediate cognition** and **affect**, Swain (2013)

## CSL
Learning content through strategic languaging

## ALP
Encourage all language practices

## MML
Multimodal languaging

## TRL
Topic relevant languaging

- Visual literacy
- Embodied literacy
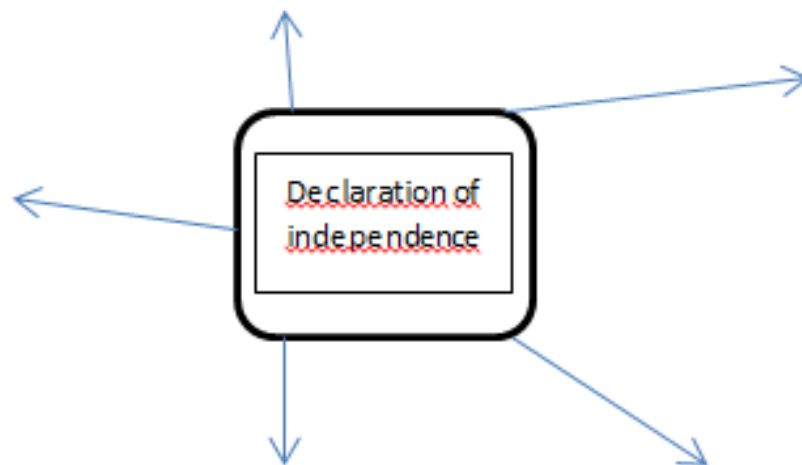- E-learning
- Virtual learning environments

- Subject literacy
- Academic register
- Technical register
- Morphology work

# CLIL History

My WORDFAMILY

**Key – word 1: Declaration of independence/Unabhängigkeitserklärung**

Add your own words:

Declaration of independence

| Key-word | Verb | Noun | Adj/Adverb |
|---|---|---|---|
| Declaration of independence | • sign/unterzeichnen<br>• accept/annehmen<br>• publish/veröffentlichen | • landmark/<br>• rights/Rechte<br>• document/Dokument | • legal/gesetzlich<br>• human/menschlich |

# *Code-switching and translanguaging*

o Explain the most important points in the L1 and carry out tasks in TL

o Bi/Multi-lingual mind maps

o Use TL texts with L1 introduction and/or summary

o Gain information from TL texts and analyse, discuss, evaluate them in the majority language or in students' Ls

o Use language games bil/multi-lingually, such as crosswords, memory, bingo

o Bi/Multi-lingual, visual support materials

o Create bilingual materials (L1/TL version in wikipedia).

o Sandwich Technique: TL > L1> TL (code-switching)

o The Art of Code-switching

o Google translations

o Suggestopedia/super learning: parallel texts

o Lost in translation activity

# Implications for I teacher education in CLIL

- How to reach an optimal relationship between a rich and authentic use of the target language in CLIL and yet create space for explicit and intentional languaging?

- How to support CLIL teachers' identity transformation from seeing themselves as primarily content teachers to content and language teachers?

- How to make CLIL teachers aware of the complexity of the target language register for the learning of subject content and how to support them on this way?

- How not to alienate subject teachers and lead them to dismiss languaging as an ivory tower oddity?

Dong schä



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