A third revolution in ELT?
CLIL as a methodology for competency-based language education

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http://www.cliljapan.org/
Outline of this talk

1 Why is CLIL necessary for Japanese university students?

2 Why is CLIL ‘revolutionary’ in ELT methodologies?

3 How can you best teach CLIL lessons?
1 Why is CLIL necessary for Japanese university students?

## 2014 MEXT survey on English proficiency level (18 year olds)

<table>
<thead>
<tr>
<th>Level</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic User</td>
<td>Independent User</td>
<td>Proficient User</td>
</tr>
<tr>
<td>CEFR</td>
<td>A1</td>
<td>A2</td>
<td>B1</td>
</tr>
<tr>
<td>EIKEN</td>
<td>3rd</td>
<td>Pre-2nd</td>
<td>2nd</td>
</tr>
<tr>
<td>Reading</td>
<td>72.7%</td>
<td>25.1%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Listening</td>
<td>75.9%</td>
<td>21.8%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Writing</td>
<td>86.5%</td>
<td>12.8%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Speaking</td>
<td>87.2%</td>
<td>11.1%</td>
<td>1.7%</td>
</tr>
</tbody>
</table>
## TOEFL iBT scores by country

<table>
<thead>
<tr>
<th>Country</th>
<th>2009</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>100</td>
<td>Indo-European languages 98</td>
</tr>
<tr>
<td>Spain</td>
<td>88</td>
<td>89</td>
</tr>
<tr>
<td>Singapore</td>
<td>99</td>
<td>Former colonies 98</td>
</tr>
<tr>
<td>Philippines</td>
<td>88</td>
<td>89</td>
</tr>
<tr>
<td>Finland</td>
<td>97</td>
<td>Small advanced countries 96</td>
</tr>
<tr>
<td>Israel</td>
<td>94</td>
<td>93</td>
</tr>
<tr>
<td>Korea</td>
<td>81</td>
<td>‘Need to have’ 85</td>
</tr>
<tr>
<td>China</td>
<td>76</td>
<td>English 77</td>
</tr>
<tr>
<td><strong>Japan</strong></td>
<td><strong>67</strong></td>
<td>‘Nice to have’ English 70</td>
</tr>
</tbody>
</table>

(Based on Test and score data summary for TOEFL iBT tests, http://www.ets.org/toefl)
Some reasons for Japanese weakness in English

- Linguistically not related
- Historically not colonized
- Economically not small
- Geographically not surrounded
- Socially not required
- Educationally not up to date

That's why we need CLIL!
We need CLIL not because it may improve language proficiency but because it can provide Japanese university students with the 21\textsuperscript{st}-century competencies which are lacking in them but are possessed by their counterparts in this globalized society.
2 Why is CLIL ‘revolutionary’ in ELT methodologies?

(Hancock 2013: 73)
ELT methodologies

GTM  CLT (weak)  CLT (strong)  CLIL  Immersion  Submersion
AL  PPP  TBI  CBI  EMI  ‘sink or swim’

Structure-based instruction  Communicative instruction  Natural acquisition

AL = Audio-lingualism  ESL = English as a second language
CBI = Content-based instruction  GTM = Grammar translation method
CLT = Communicative Language Teaching  PPP = Presentation-Practice-Production
EFL = English as a foreign language  TBI = Task-based instruction
EMI = English medium instruction

(Ikeda 2012: 2)
Guy Cook’s ‘revolutions’ in ELT

Figure 2 Major directions in English language teaching theory

(Cook 2010: 22)
Educational ideologies and ELT

**Classical humanism** (late 19th century) culture-oriented → Grammar-translation method

**Reconstructionism** (mid 20th century) objectives-driven → Audiolingualism = The first revolution

**Progressivism** (late 20th century) learner-centred → CLT = The second revolution

**Globalism** (early 21st century) competency-based → CLIL = A third revolution?

(Based on Clark 1987)
Globalism-based ELT

Language knowledge & skills

21st-century competencies

CLIL

Active learning
# 21st-century competencies

<table>
<thead>
<tr>
<th>Cognitive skills</th>
<th>Social skills</th>
<th>Ethical skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Knowledge use skills</td>
<td>8 Communication skills</td>
<td>11 Personal responsibilities</td>
</tr>
<tr>
<td>2 Critical thinking skills</td>
<td>9 Collaboration skills</td>
<td>12 Social responsibilities</td>
</tr>
<tr>
<td>3 Task-setting skills</td>
<td>10 Global citizen skills</td>
<td>13 Global responsibilities</td>
</tr>
<tr>
<td>4 Problem-solution skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Innovation skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Decision-action skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Meta-learning skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Ikeda 2016)
# Active learning

<table>
<thead>
<tr>
<th>Passive learning</th>
<th>Active learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>instruction</td>
<td>interaction</td>
</tr>
<tr>
<td>monologic</td>
<td>dialogic</td>
</tr>
<tr>
<td>spoon-feeding</td>
<td>scaffolding</td>
</tr>
<tr>
<td>unimodal</td>
<td>multimodal</td>
</tr>
<tr>
<td>artificial</td>
<td>authentic</td>
</tr>
<tr>
<td>out of context</td>
<td>in context</td>
</tr>
<tr>
<td>segregation</td>
<td>integration</td>
</tr>
<tr>
<td>practice</td>
<td>use</td>
</tr>
<tr>
<td>exercises</td>
<td>tasks</td>
</tr>
<tr>
<td>repetition</td>
<td>cognition</td>
</tr>
<tr>
<td>LOTS (Lower-Order Thinking Skills)</td>
<td>HOTS (High-Order Thinking Skills)</td>
</tr>
<tr>
<td>shallow learning</td>
<td>deep learning</td>
</tr>
</tbody>
</table>

(Ikeda 2016)
CLIL is the only approach in ELT methodologies that directly aims at developing learners’ 21\textsuperscript{st}-century competencies (‘soft skills’).
3 How can you best teach CLIL lessons?
Definition of CLIL

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which additional language is used for the learning and teaching of both content and language.

(Coyle et al. 2010: 1)
Do Coyle’s ‘the 4Cs of CLIL’

- **Content**: subjects, topics, themes
- **Cognition**: lower-order thinking skills, higher-order thinking skills
- **Culture**: cooperative learning, global mind
- **Communication**: language knowledge, language skills, language interaction

(Based on Coyle et al. 2010: 41)
Communication

Content-specific language

Language of learning

Language for learning

Communication

Language through learning

Content-compatible language

Recycling & incidental learning
Cognition

Bloom’s Taxonomy (Revised)

HOTS
(Higher Order Thinking Skills)

LOTS
(Lower Order Thinking Skills)

Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)
Community/culture
Good CLIL pedagogies

1. Placing equal emphasis on content learning and language learning
2. Encouraging the use of authentic materials (e.g. webpages, newspaper)
3. Giving multimodal input (i.e. written/spoken texts, graphics, statistics, videos)
4. Using various levels of thinking skills (i.e. LOTS and HOTS)
5. Giving many tasks
6 Making the most of cooperative learning (e.g. pairwork, group work)
7 Providing scaffolding in content and language
8 Incorporating elements of cross-cultural understanding and global issues
9 Integrating the four skills
10 Instructing learning skills

(Ikeda 2012: 6)
CLIL is like ...
Benefits of CLIL in SLA theories

- Rich meaningful input
- Authentic interactions
- ‘Organic’ skills integration
- Enhanced motivation
Research evidence

CLIL students are better at

- vocabulary
- morphosyntax
- oral fluency
- writing accuracy
- communication strategies

But not at pronunciation, non-technical language and writing coherence/discourse.

(Dalton-Puffer, C. 2015)
My CLIL perspective 3

CLIL is a teaching and learning platform where teachers can easily and systematically bring in any useful principles, pedagogies and practice in education.
Example: ‘New’ pedagogical concepts in CLIL

- **Content** = Procedural knowledge
- **Communication** = Language awareness
- **Cognition** = Transfer appropriate processing
- **Culture** = Development of ‘soft skills’
## Content: Procedural knowledge

<table>
<thead>
<tr>
<th>Declarative knowledge</th>
<th>Procedural knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbus sailed to the Americas in 1492.</td>
<td>What were the implications of Columbus’ discovery of the Americas, and what is your opinion with regard to these implications?</td>
</tr>
<tr>
<td>Jupiter is bigger than Mars.</td>
<td>Which do you think is more appropriate for sustaining future colonies of humans?</td>
</tr>
</tbody>
</table>

(Based on Ball 2015: 17-18)
Communication: Language awareness

- Content language
- First language use
- Dialogic talk
- Focus on form
- CALP
- BICS

Language of learning (Coyle et al. 2010)

Translanguaging (García & Wei 2014)

Vertical/horizontal discourses (Berstein 1999 in Llinares et al. 2012)

Counterbalanced approach (Lyster 2007)
Cognition: Transfer-appropriate processing

Remembering what we learn is easier when we are in a situation that is similar to the one in which we learned it in the first place or when using the kinds of cognitive processes that we used during learning.

(Lightbown 2014: 57)
Culture: Development of social skills

Classroom activities
- Listening
- Reading
- Speaking
- Writing

The 4C’s of CLIL
- Content
- Communication
- Cognition
- Culture

Competencies
- Cognitive skills
- Social skills
- Ethical skills

Communication skills
- Collaboration skills
- Global citizen skills

Culture:
- Development of social skills
My CLIL perspective 4

CLIL lessons can be best taught by teachers’ constant awareness of procedural knowledge [Content], roles and types of language [Communication], information processing in the brain [Cognition] and the development of ‘soft skills’ [Culture].
Task: CLIL lesson/material analysis

You are experiencing a CLIL lesson on the Indo-European language family. After the demo-lesson, we will discuss some of the salient features of CLIL pedagogy used in my teaching.
## CLIL material analysis sheet

<table>
<thead>
<tr>
<th>Content</th>
<th>Communication</th>
<th>Cognition</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declarative knowledge</td>
<td>Language knowledge</td>
<td>Lower-order thinking skills</td>
<td>Collaboration skills</td>
</tr>
<tr>
<td>Indo-European language family</td>
<td>- Linguistics terms</td>
<td>- Understanding (Task 1)</td>
<td>- Pairwork</td>
</tr>
<tr>
<td></td>
<td>- Language names</td>
<td>- Applying (Task 2)</td>
<td>- Group work</td>
</tr>
<tr>
<td></td>
<td>- Diphthongs and long vowels</td>
<td></td>
<td>- Class discussion</td>
</tr>
<tr>
<td></td>
<td>- Formal &amp; informal use of English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedural knowledge</td>
<td>Language skills</td>
<td>Higher-order thinking skills</td>
<td>Global citizen skills</td>
</tr>
<tr>
<td>Relationship between linguistic</td>
<td>- Reading</td>
<td>- Analysing/Evaluating (Task 3,</td>
<td>- Different languages</td>
</tr>
<tr>
<td>distance and language learning</td>
<td>- Listening</td>
<td>Home-work)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Speaking</td>
<td></td>
<td>- Historical &amp; social contexts</td>
</tr>
<tr>
<td></td>
<td>- Writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To sum up my CLIL perspectives

- Japanese university students should acquire 21st-century competencies as well as English skills.
- 21st-century competencies can be better learnt through CLIL than any other ELT methodology.
- CLIL is a flexible framework – try to intentionally link good educational practice to each of its 4C’s.
My message to today’s audience

In this globalized society, teachers in language proficiency should also be educators in global competencies.
References


Dalton-Puffer, C. 2015, Policy and practice of CLIL in Europe and beyond. Open lecture at Sophia University, Japan


