

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

24 September 2016

2016 CUE Conference

'conTENT with teaching CONtent?: Embracing alternative methodologies in the modern language classroom'



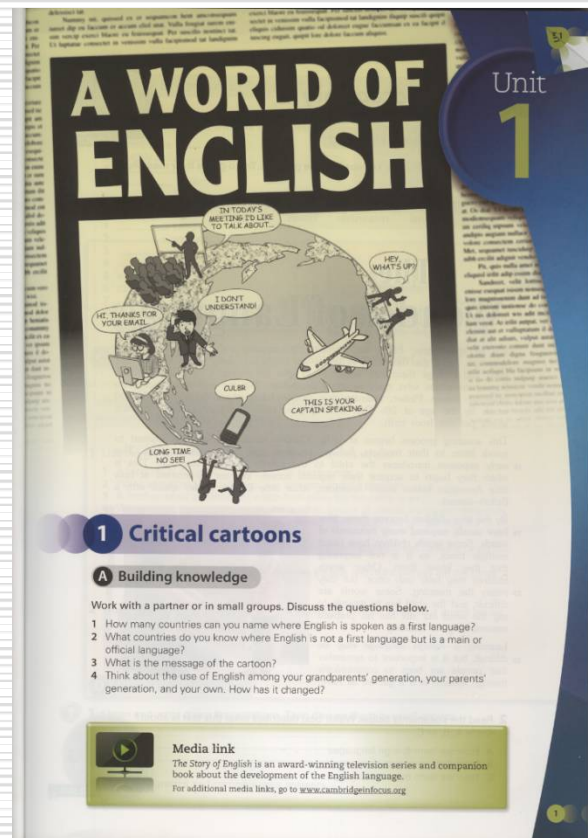
<http://www.cliljapan.org/>

Makoto Ikeda
Sophia University
makoto-i@sophia.ac.jp

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?



(Brown, C. *et al.*, 2014, *In Focus*, Singapore: Cambridge University Press)

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

	Elementary		Intermediate		Advanced	
	Basic User		Independent User		Proficient User	
CEFR	A1	A2	B1	B2	C1	C2
EIKEN	3rd	Pre-2nd	2nd	Pre-1st	1st	
Reading	72.7%	25.1%	2.0%	0.2%		
Listening	75.9%	21.8%	2.0%	0.3%		
Writing	86.5%	12.8%	0.7%	0.0%		
Speaking	87.2%	11.1%	1.7%	0.0%		

TOEFL iBT scores by country

	2009		2013
Denmark	100	Indo-European languages	98
Spain	88		89
Singapore	99	Former colonies	98
Philippines	88		89
Finland	97	Small advanced countries	96
Israel	94		93
Korea	81	'Need to have' English	85
China	76		77
Japan	67	'Nice to have' English	70

(Based on *Test and score data summary for TOEFL iBT tests*, <http://www.ets.org/toefl>)

Some reasons for Japanese weakness in English

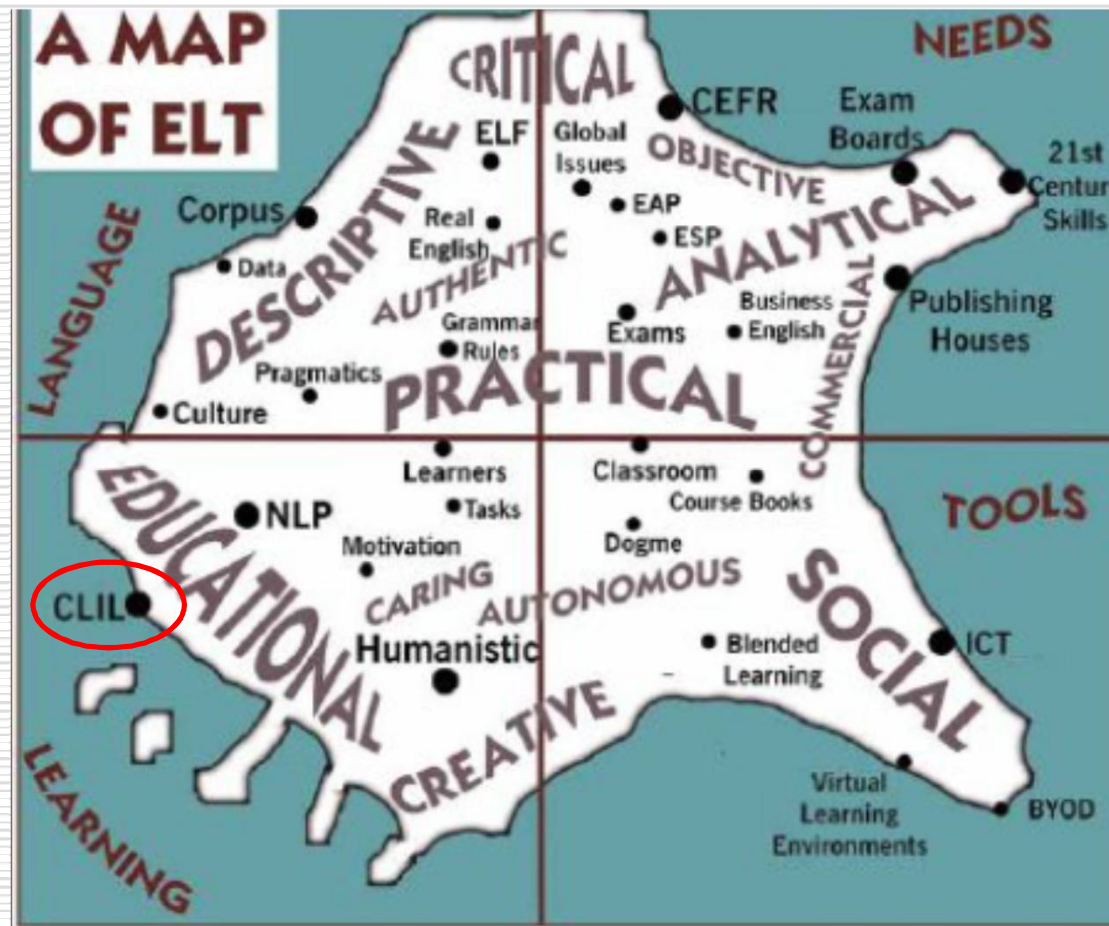
- Linguistically not related
- Historically not colonized
- Economically not small
- Geographically not surrounded
- Socially not required
- Educationally not up to date**

That's why we need CLIL!

My CLIL perspective 1

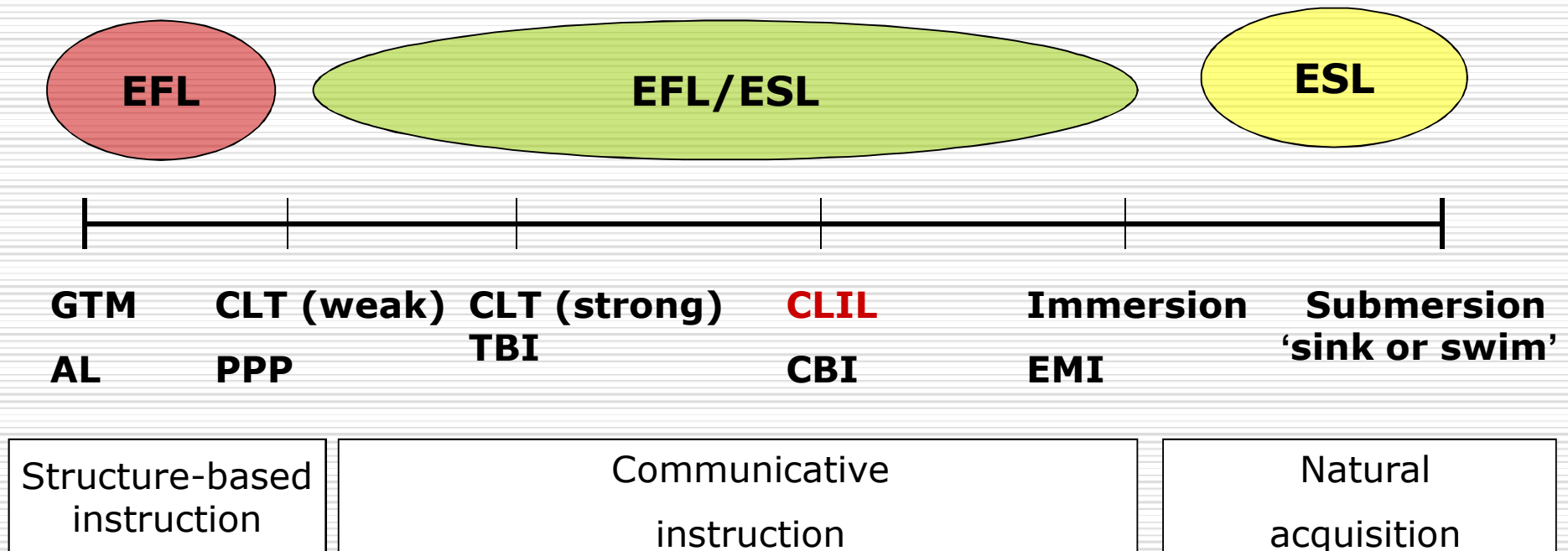
We need CLIL not because it may improve language proficiency but because **it can provide Japanese university students with the 21st-century competencies** which are lacking in them but are possessed by their counterparts in this globalized society.

2 Why is CLIL 'revolutionary' in ELT methodologies?



(Hancock 2013: 73)

ELT methodologies

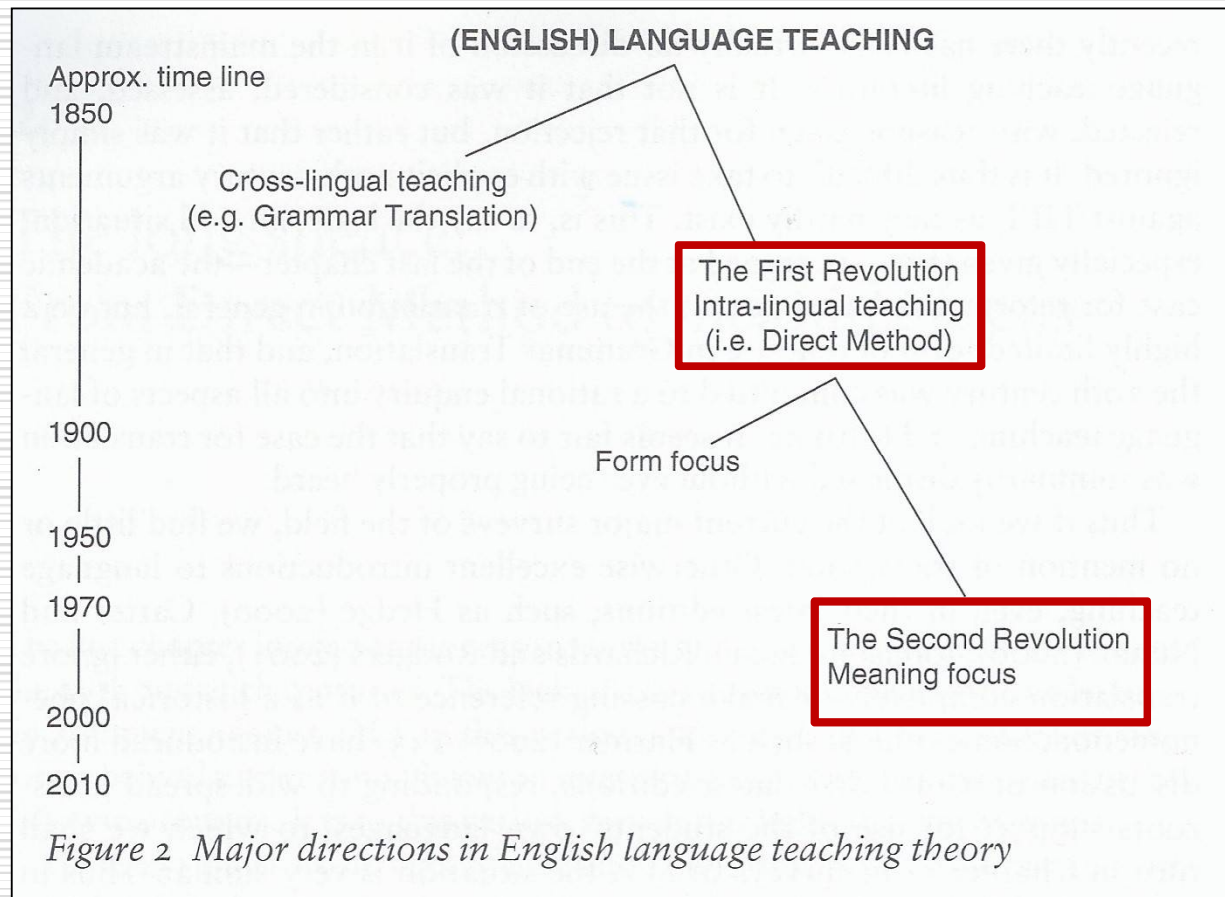


AL = Audio-lingualism
 CBI = Content-based instruction
 CLT = Communicative Language Teaching
 EFL = English as a foreign language
 EMI = English medium instruction

ESL = English as a second language
 GTM = Grammar translation method
 PPP = Presentation-Practice-Production
 TBI = Task-based instruction

(Ikeda 2012: 2)

Guy Cook's 'revolutions' in ELT



(Cook 2010: 22)

Educational ideologies and ELT

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

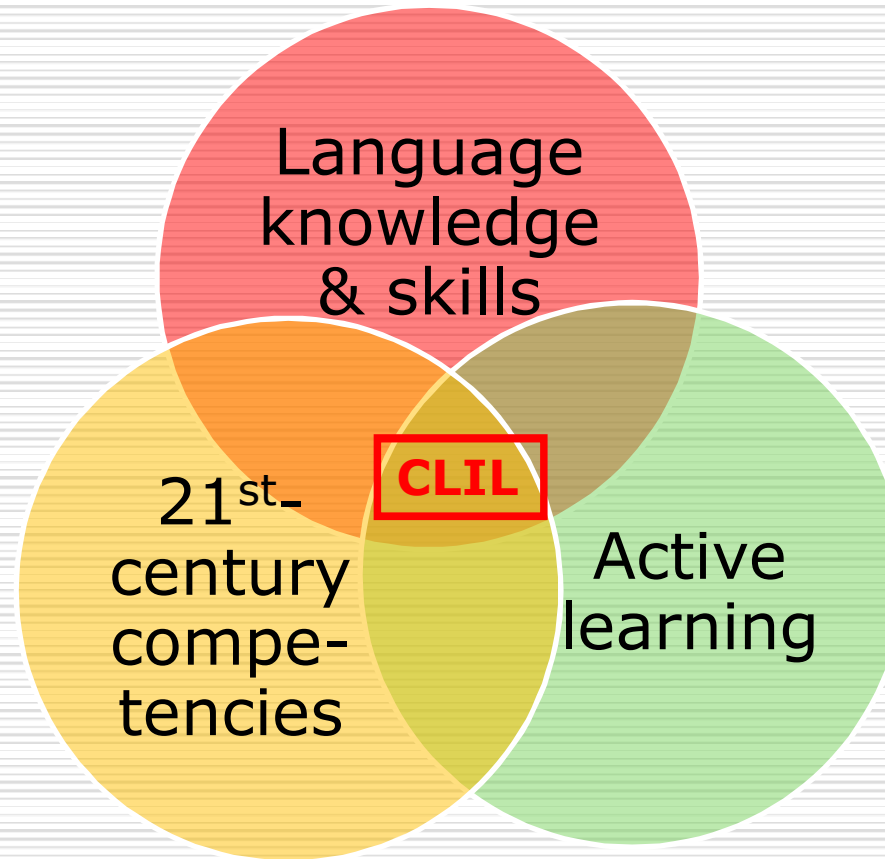
Reconstructionism (mid 20th century) objectives-driven
→ Audiolingualism = The first revolution

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



21st-century competencies

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

(Ikeda 2016)

Active learning

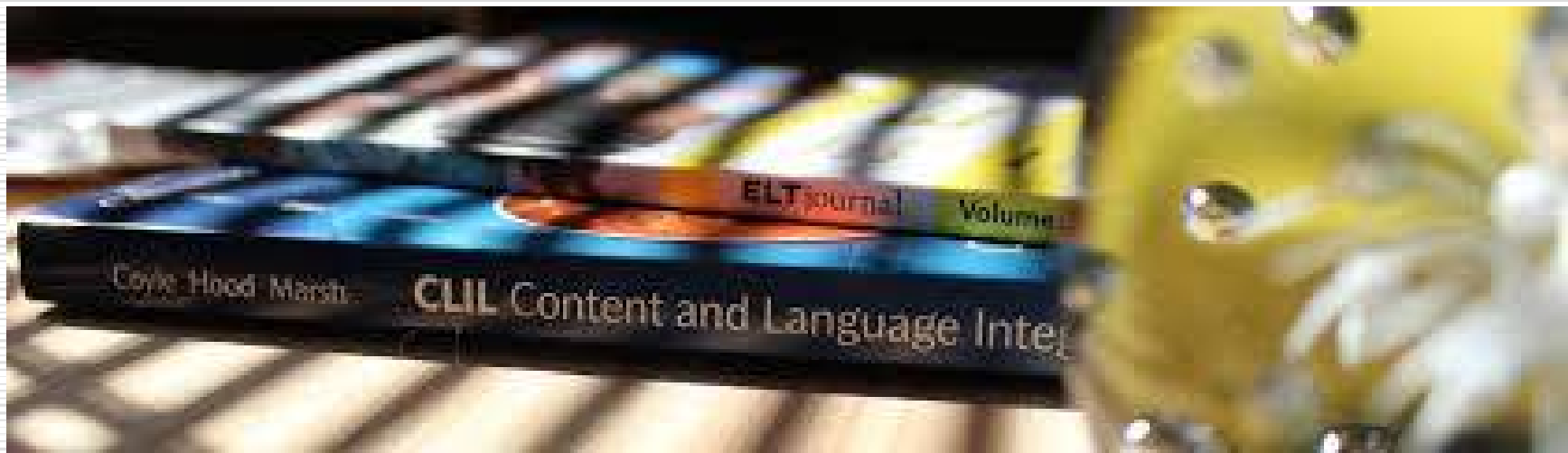
Passive learning	Active learning
instruction	interaction
monologic	dialogic
spoon-feeding	scaffolding
unimodal	multimodal
artificial	authentic
out of context	in context
segregation	integration
practice	use
exercises	tasks
repetition	cognition
LOTS (Lower-Order Thinking Skills)	HOTS (High-Order Thinking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

(Ikeda 2016)

My CLIL perspective 2

CLIL is the only approach in ELT methodologies that directly aims at **developing learners' 21st-century competencies** ('soft skills').

3 How can you best teach CLIL lessons?

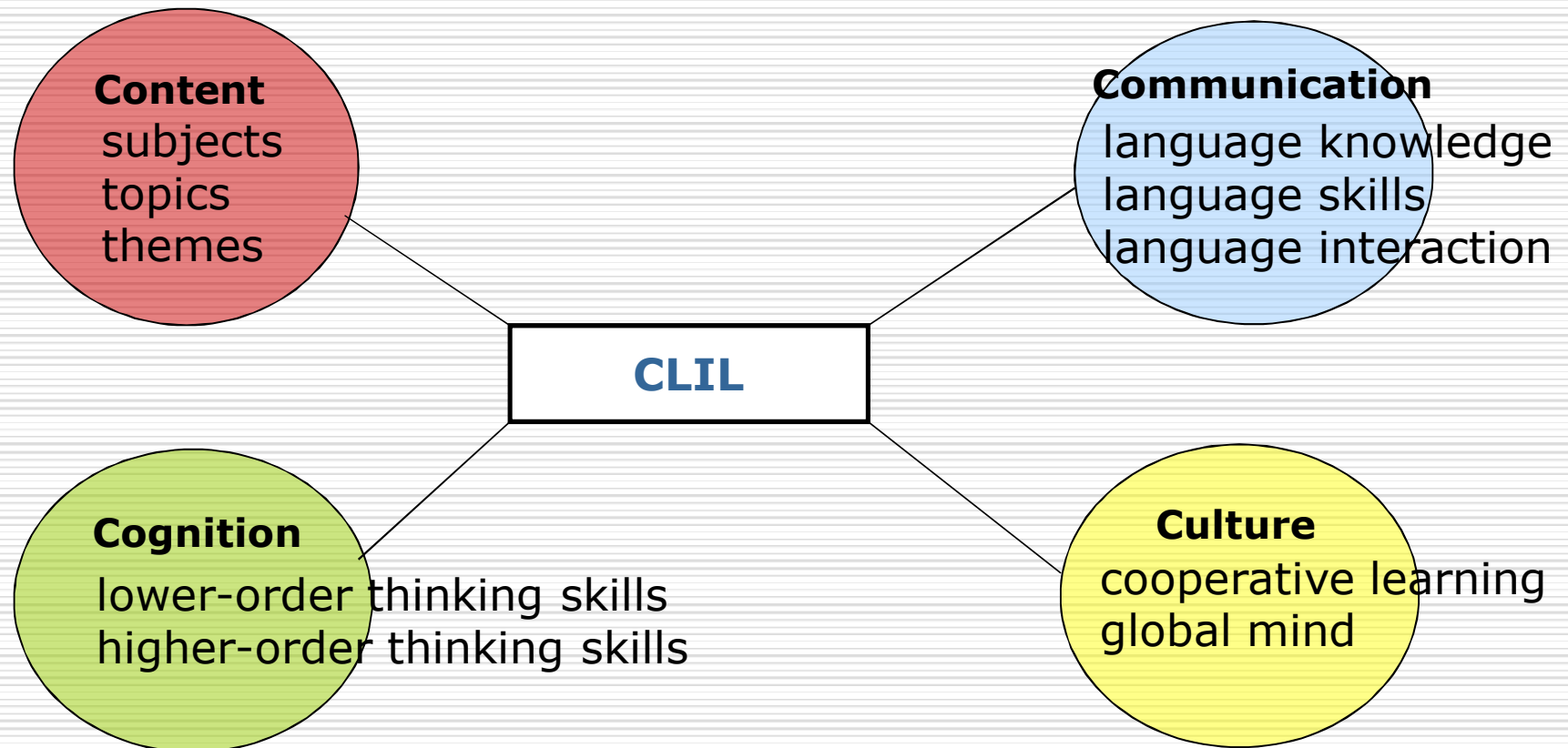


Definition of CLIL

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'



(Based on Coyle et al. 2010: 41)

Communication

Content-specific language

**Language
of
learning**

Communication

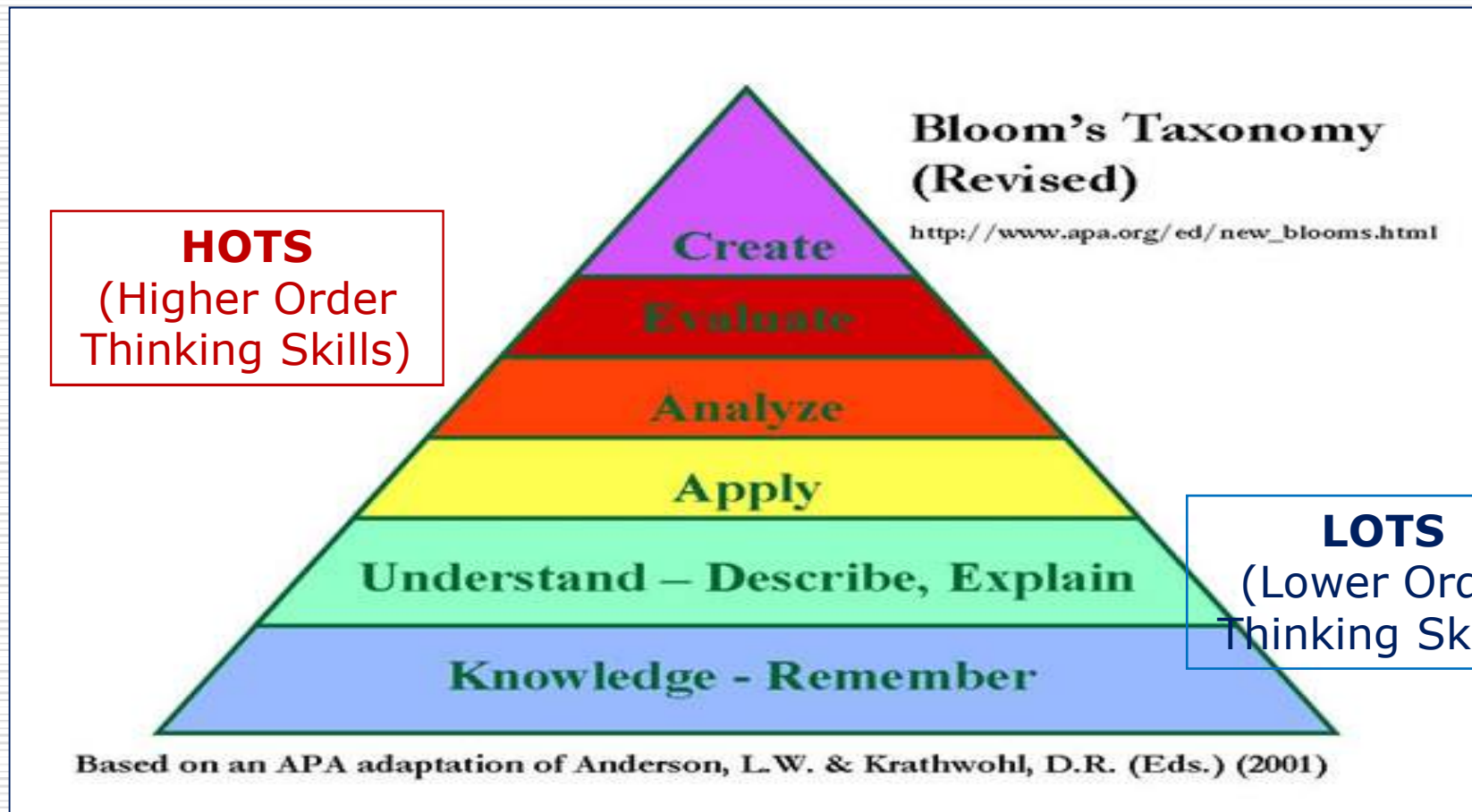
**Language
for
learning**

**Language
through
learning**

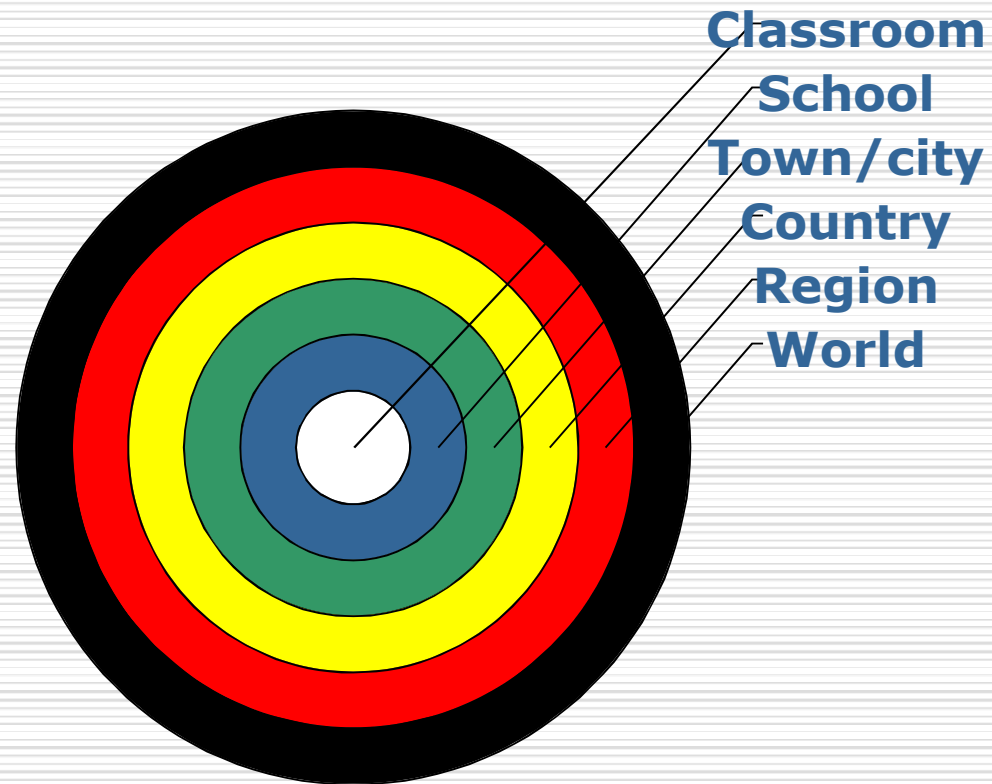
Content-compatible language

Recycling & incidental learning

Cognition



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
-

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

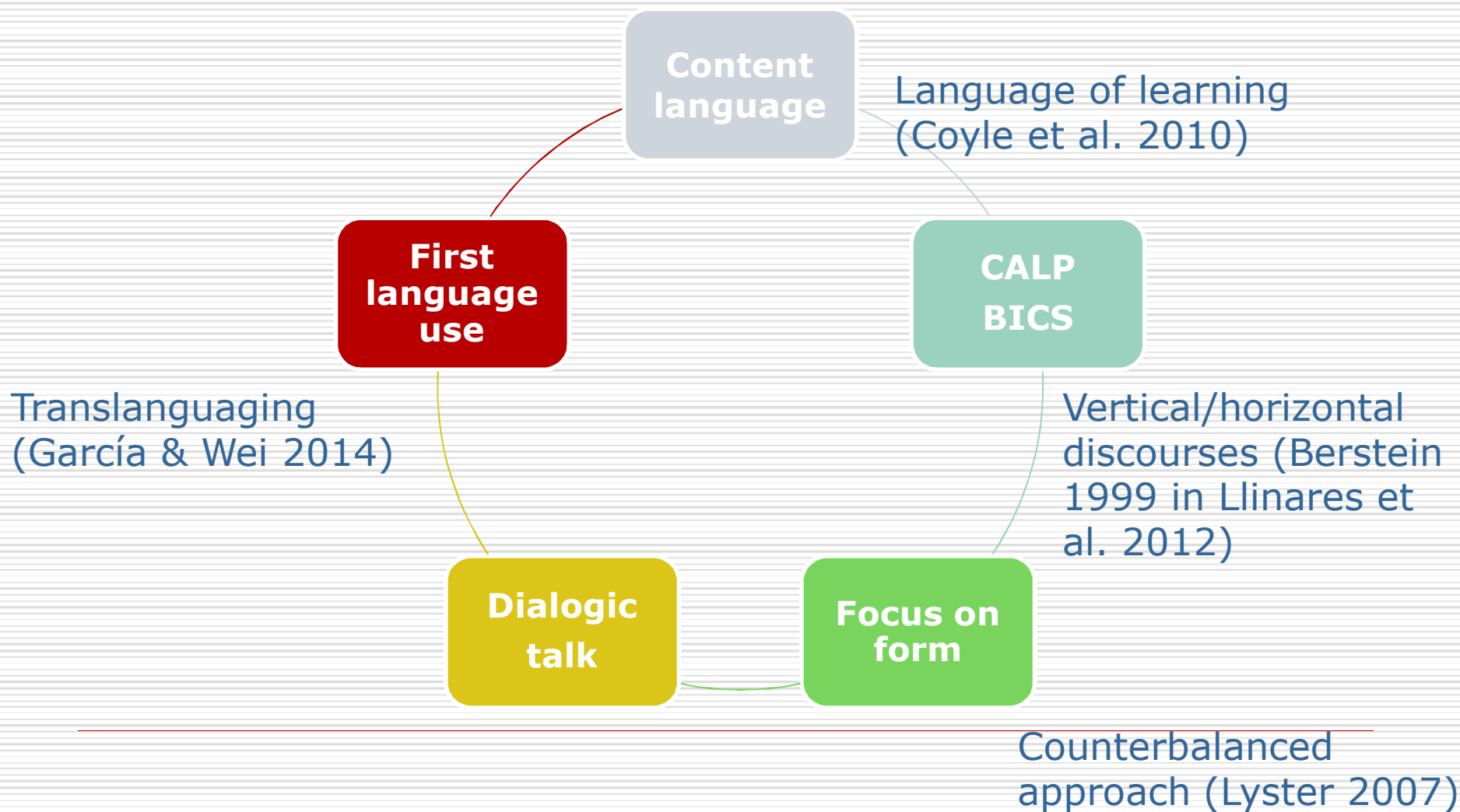
- ❑ **Content**=Procedural knowledge
 - ❑ **Communication**=Language awareness
 - ❑ **Cognition**=Transfer appropriate processing
 - ❑ **Culture**=Development of 'soft skills'
-

Content: Procedural knowledge

Declarative knowledge	Procedural knowledge
Columbus sailed to the Americas in 1492.	What were the implications of Columbus' discovery of the Americas, and what is your opinion with regard to these implications?
Jupiter is bigger than Mars.	Which do you think is more appropriate for sustaining future colonies of humans?

(Based on Ball 2015: 17-18)

Communication: Language awareness



Cognition: Transfer-appropriate processing

[R]emembering 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

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

Content	Communication	Cognition	Culture
<p>Declarative knowledge</p> <p>Indo-European language family</p>	<p>Language knowledge</p> <ul style="list-style-type: none"> - Linguistics terms - Language names - Diphthongs and long vowels - Formal & informal use of English 	<p>Lower-order thinking skills</p> <ul style="list-style-type: none"> - Understanding (Task 1) - Applying (Task 2) 	<p>Collaboration skills</p> <ul style="list-style-type: none"> - Pairwork - Group work - Class discussion
<p>Procedural knowledge</p> <p>Relationship between linguistic distance and language learning</p>	<p>Language skills</p> <ul style="list-style-type: none"> - Reading - Listening - Speaking - Writing 	<p>Higher-order thinking skills</p> <ul style="list-style-type: none"> - Analysing/ Evaluating (Task 3, Home-work) 	<p>Global citizen skills</p> <ul style="list-style-type: none"> - Different languages - Historical & social contexts

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

- Ball, P. (2015). CLIL, English teachers and the three dimensions of content. *Modern English Teacher* 24 (2): 15-19.
- Clark, J. (1987), *Curriculum Renewal in School Foreign Language Learning*, Oxford: Oxford University Press.
- Cook, G. (2010). *Translation in Language Teaching*. Oxford: Oxford University Press.
- Coyle, D. Hood, P. & Marsh, D. (2010). *Content and Language Integrated Learning*. Cambridge: Cambridge University Press.
- Dalton-Puffer, C. 2015, Policy and practice of CLIL in Europe and beyond. Open lecture at Sophia University, Japan
- García, O. & Wei, L. (2014). *Translanguaging: Language, Bilingualism and Education*. Basingstoke: Palgrave Macmillan.
- Hancock, M (2013). A map of ELT. *Modern English Teacher* 22 (1): 73-75.
-

Ikeda, M. (2012). Principles and pedagogies in CLIL. In Izumi, S., Ikeda, M. & Watanabe, Y. (Eds.), *CLIL (Content and Language Integrated Learning): New Challenges in Foreign Language Education at Sophia University, Vol.2*, Tokyo: Sophia University Press, pp. 1-15.

Ikeda, M. (2015). From nurturing language proficiency to global competencies. In Nasu, M. & Ema, T. (Eds.), *Competency-based Lesson Design*, Tokyo: Tosho-bunksha, pp. 157-181.

Ikeda, M. (2016). New concepts and new tools to activate CLIL. In Ikeda, M., Watanabe, Y. & Izumi, S. (Eds.), *CLIL (Content and Language Integrated Learning): New Challenges in Foreign Language Education at Sophia University, Vol. 3*, Tokyo: Sophia University Press, pp. 1-29.

Lightbown, P. (2014). *Focus on Content-Based Language Teaching*.
Oxford: Oxford University Press.

Llinares, A., Morton, T. & Whittaker, R (2012). *The Roles of language in CLIL*. Cambridge: Cambridge University Press.

Lyster, R. (2007). *Learning and teaching languages through content: A counterbalanced approach*. Amsterdam: John Benjamins.
