Seminar: Content-Based Language Instruction and Content and Language Integrated Learning (CLIL)

Dr. Jennifer MacDonald

DALHOUSIE UNIVERSITY

山东财经大学
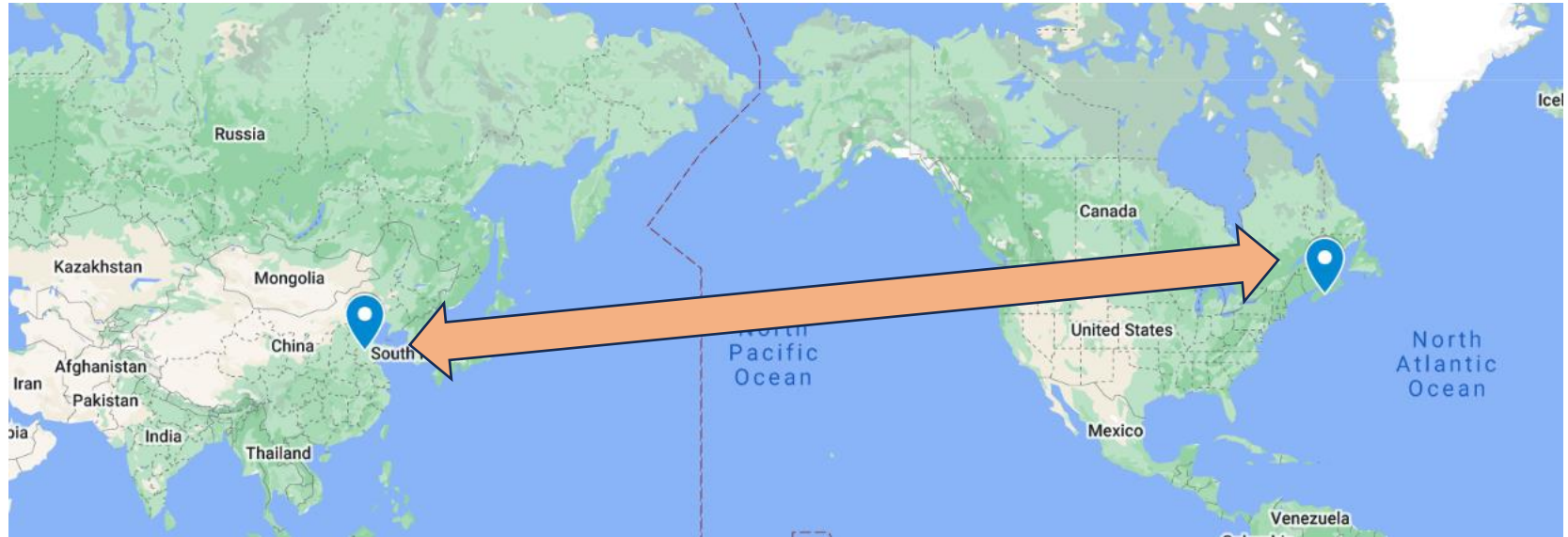SHANDONG UNIVERSITY OF FINANCE AND ECONOMICS

From Halifax, Nova Scotia, Canada to Jinan, Shandong

About Me: A "*Pracademic*"

Link to slides from today's seminar

An *academic* with concern for the *practical* application and professional *practice*

Director; Assoc. Director,
Dalhousie University
Dept. of English Language Studies (2012-2023)

Adjunct Professor,
Faculty of Education:

Saint Mary's University

Mount Saint Vincent University

Co-editor: *Pedagogies in English for Academic Purposes: Teaching and Learning in International Contexts*

Today's Agenda

- Overview of content-based approaches

- Content-Based (Language) Instruction (CBI)

- English-Medium Instruction (EMI)

- Content and Language Integrated Learning (CLIL)

- Tools for CLIL

By the end of today's seminar I hope you will be able to:

- Understand a variety of content-based approaches to language instruction and their main affordances and drawbacks

- Apply the basic principles of the 4Cs framework for CLIL lesson outcome design

- Reflect on possibilities to incorporate content-based approaches into your own teaching

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Trend in Language Education:

A move away from **general** language toward **specificity**

Content-based Instruction (CBI): an umbrella term that describes classrooms where "students are taught academic content in a language they are still learning" (Lightbown, 2014, p. 3).

Lightbown, P. M. (2014). *Focus on content-based language teaching*. Oxford: Oxford University Press.

Used an article, lecture, TEDTalk, documentary, or other material on a specialized topic in order to teach a language?

Taught a specialized language course or English for Specific Purposes course such as Business English?

Supported students who were studying on an English-medium program (such as a joint program with a foreign university)?
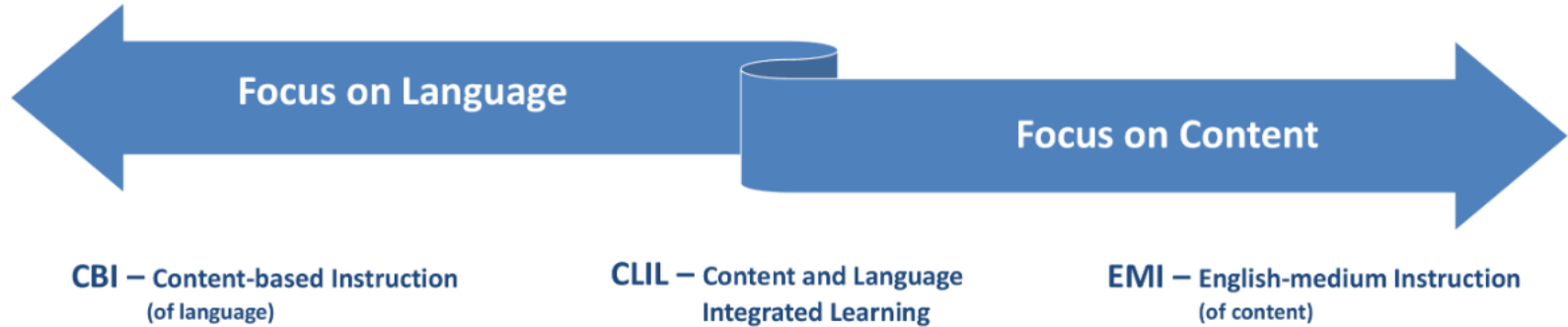
Have you ever…?

You've used a content-based approach!

Combining Language and Content in Higher Education

Focus on Language → Focus on Content

CBI – Content-based Instruction (of language)

CLIL – Content and Language Integrated Learning

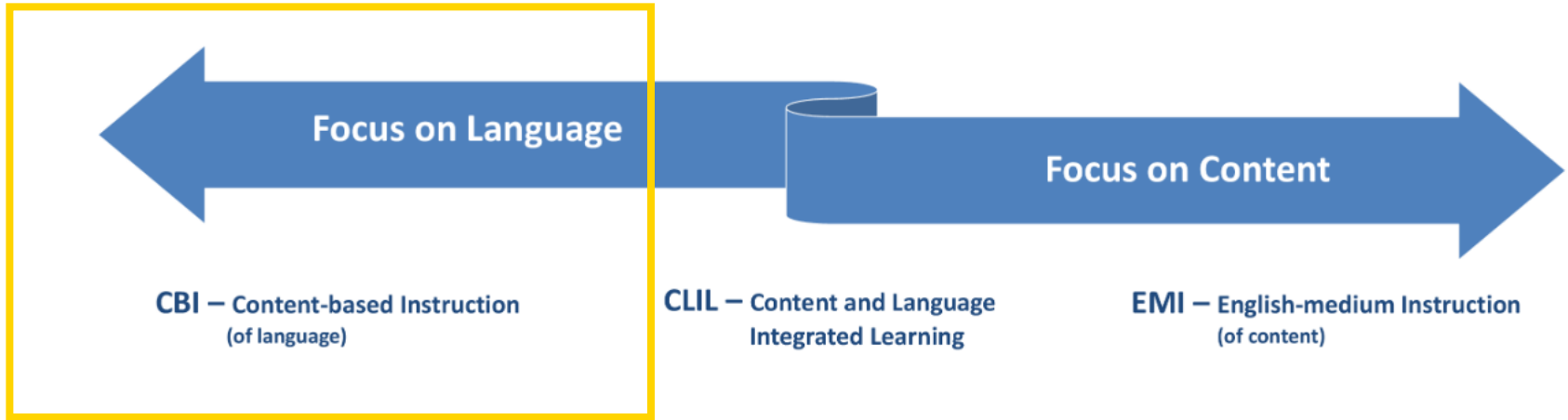**EMI** – English-medium Instruction (of content)

Note: These terms are often debated in the literature and the edges between categories are "blurry"

Brown, H., & Bradford, A. (2017). EMI, CLIL, & CBI: Differing approaches and goals. In P. Clements, A. Krause, & H. Brown (Eds.), *Transformation in language education*. JALT.

Combining Language and Content in Higher Education

Focus on Language

Focus on Content

CBI – Content-based Instruction
(of language)

CLIL – Content and Language
Integrated Learning

EMI – English-medium Instruction
(of content)

Brown, H., & Bradford, A. (2017). EMI, CLIL, & CBI: Differing approaches and goals. In P. Clements, A. Krause, & H. Brown (Eds.), *Transformation in language education*. JALT.

Content-Based Instruction (of Language)

Focus on Language

- Content acts as a vehicle for language learning
- Intended outcomes are language/performance-oriented
- Students are assessed on language learning outcomes
- Content-learning outcomes are peripheral or at a general knowledge level
- CBI approaches often used in language classes by language teachers
- Also known as Content-Based Language Teaching (CBLT)
  - Includes approaches such as English for Specific Purposes, English for Academic Purposes

Adapted from Brown, H., & Bradford, A. (2017). EMI, CLIL, & CBI: Differing approaches and goals. In P. Clements, A. Krause, & H. Brown (Eds.), *Transformation in language education*. JALT.

Why use content to teach language?

It drives language development.

- The language required to access academic content is decontextualized, abstract, and more dense (Cummins, 1984)

- *Basic interpersonal communication skills* (BICS)
  - casual, everyday language; a limited set of nonspecialized words

- vs. *cognitive academic language proficiency* (CALP)
  - academic language; mor complex language at the word, sentence, and discourse level

"[A]cademic language necessitates more than knowledge of single words to describe complex concepts, thinking processes, and abstract ideas and relationships." (Gottlieb and Ernst-Slavit, 2014, p. 5 as cited by Krulatz, 2021)

Krulatz, A. (2021). Focus on Language in CBI: How Teacher Trainees Work with Language Objectives and Language-Focused Activities in Content-Based Lessons. In: Carrió-Pastor, M.L., Bellés-Fortuño, B. (eds) Teaching Language and Content in Multicultural and Multilingual Classrooms. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-56615-9_5

Why use content to teach language?

Preparation

English for Specific Purposes

- Designed to meet specific learner needs

- Makes use of the underlying methodology and activities of the disciplines and professions it serves

- Depends on the language (grammar, lexis, register), skills, discourse and genre relevant to these activities

- May be related to or specifically designed for specific scientific fields

Dudley-Evans and ST. John, 1998, as cited by Tzoannopoulou, M. (2015). Rethinking ESP: Integrating Content and Language in the University Classroom, Procedia - Social and Behavioral Sciences. 173, 149-153.

Why use content to teach language?

Motivation

- Generation of increased motivation arising from successful learning

- Support from instructional approaches:
  - co-operative learning,
  - apprenticeship learning,
  - experiential learning,
  - project-based learning,
  - task-based learning (which facilitates strategy-instruction)

- Increase in student-centered classroom activities

Dudley evans and ST. John, 1998, as cited by Tzoannopoulou, M. (2015). Rethinking ESP: Integrating Content and Language in the University Classroom, Procedia - Social and Behavioral Sciences. 173, 149-153.

Examples of Content-Based Languages Teaching

Dalhousie University
Dept. of English Language Studies
Global Citizenship and the Sustainable Development Goals

- Problem-based Learning

- Community Involvement: Volunteer work with organizations related to the SDGs

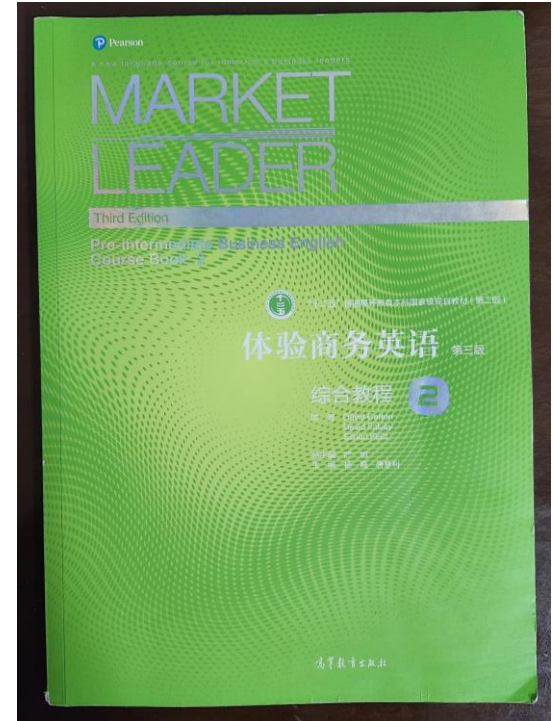   - The Loaded Ladle; Out in the Cold

Shandong University of Finance and Economics Business English

- Textbook includes
  - Business skills (negotiation, selling, running meetings, etc.)
  - Authentic readings from the Financial Times
  - Glossary of business terms
  - Case Studies→ methodologies used in many business schools

Issues to Consider: Content-Based Approaches

- Different "flavours" of CBLT have differing levels of explicit focus on form/grammar teaching, etc. This may resonate differently within different teaching traditions.

- Lack of content-knowledge by language teachers

- Content-based language: more than just vocabulary (includes grammar, functions, textual and spoken genres, linguistic practices, etc.)
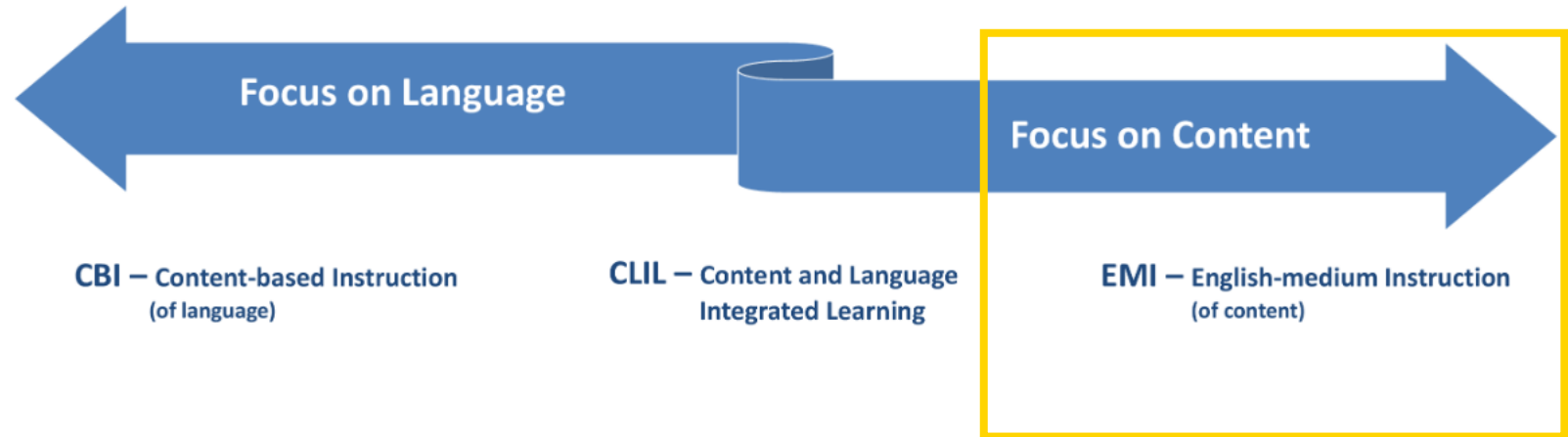
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- Do you have any comments, questions or reflections so far?

Combining Language and Content in Higher Education

Focus on Language

Focus on Content

CBI – Content-based Instruction (of language)

CLIL – Content and Language Integrated Learning

EMI – English-medium Instruction (of content)

Brown, H., & Bradford, A. (2017). EMI, CLIL, & CBI: Differing approaches and goals. In P. Clements, A. Krause, & H. Brown (Eds.), *Transformation in language education*. JALT.

English Medium of Instruction (EMI)

EMI describes a context, not a method

"The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English." (Dearden, 2014)

As of 2016, 8000 courses being taught in English at universities in non-Anglophone countries around the world (Mitchell, 2016).

Dearden, J. (2014). English as a medium of instruction – a growing global phenomenon. British Council.

Mitchell, N. (2016). Universities around the world offer tuition in English. www.bbc.co.uk.

English Medium of Instruction (EMI)

- English as a *medium* of instruction (rather than an *object* of instruction)

- English acts as a vehicle for content learning

- Outcomes are content-oriented

- Language learning aims are implicit or incidental

- Students are assessed on content-learning outcomes

- Language proficiency outcomes are peripheral

- EMI courses often taught by subject content specialists

Brown, H., & Bradford, A. (2017). EMI, CLIL, & CBI: Differing approaches and goals. In P. Clements, A. Krause, & H. Brown (Eds.), Transformation in language education. JALT.

Example of EMI in Higher Education

SHANDONG UNIVERSITY OF FINANCE AND ECONOMICS

41 Undergraduate courses, and 35 Postgraduate courses taught in English

Courses Taught in English-Shandong Univeristy of Finance and Economics

No.	School	Course	Course Code	Lecturer	Credits	Hours	Semester	Level
				Undergraduate				
1	School of Economics	Modern Chinese Economy	01301093	齐 杨 (Qi Yang)	3	51	Spring	Undergraduate
2	School of Economics	International Trade	01301153	刘旭宁 (Liu Xuning)	3	51	Spring	Undergraduate
3	School of Economics	Intermediate Macroeconomics	01301111	徐小恒 (Xu Xiaoheng)	3	51	Spring	Undergraduate
4	School of Economics	Finance		梁巧慧 (Liang Qiaohui)	3	51	Spring	Undergraduate
5	School of Economics	Microeconomics		杨 丽 (Yang Li)	3	51	Spring	Undergraduate
6	School of Finance	Principles of Finance	03301401	梁巧慧 (Liang Qiaohui)	3	51	Spring	Undergraduate
7	School of Finance	Going public, and M&As	03300303	聂左玲 (Nie Zuoling) 黄方亮 (Huang	2	34	Spring	Undergraduate
8	School of Finance	Corporate Finance	03301161	郑萌萌 (Zheng Mengmeng)	3	51	Spring	Undergraduate

Opportunities with EMI in Higher Education

- **Attract** international students, faculty and staff (Macaro, 2018)

- **Internationalize** the profile of the institution (including faculty) and enhance reputation (Macaro, 2018)

- **Encourage** student, faculty and staff **mobility** (Macaro, 2018)

- EMI methodologies may **improve students' English** level (Macaro et al., 2019)

- **Investment** in the pedagogical development of academic staff

- Leads **curricular and pedagogical revitalization**

- **"Brain gain"**

Macaro, E. (2018). *English Medium Instruction*. Oxford: Oxford University Press.

Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2019). A systematic review of English medium instruction in higher education. *Language Teaching*, *51*(1), 36–76.

O'Dowd, R. (2018). The training and accreditation of teachers for English medium instruction: an overview of practice in European universities. *International Journal of Bilingual Education and Bilingualism*, *21*(5), 553-563.

Challenges in EMI in Higher Education

- **Implementation.** Underestimating the scope of EMI (affects course curriculum, classroom methodology, linked language provision, etc.)
- **Lack of institutional support** for faculty, staff (O'Dowd, 2018)
- **Subtractive** rather than additive; sometimes takes away from the local language (Macaro, 2018) and local research activity
- **Barrier to access** to HE for students with little exposure to English (Altbach, 2019)

Altbach, P. (2019, November 19). *The Dilemma of English-Medium Instruction in International Higher Education*. WENR. https://wenr.wes.org/2019/11/the-dilemma-of-english-medium-instruction-in-international-higher-education

Macaro, E. (2018). *English Medium Instruction*. Oxford: Oxford University Press.

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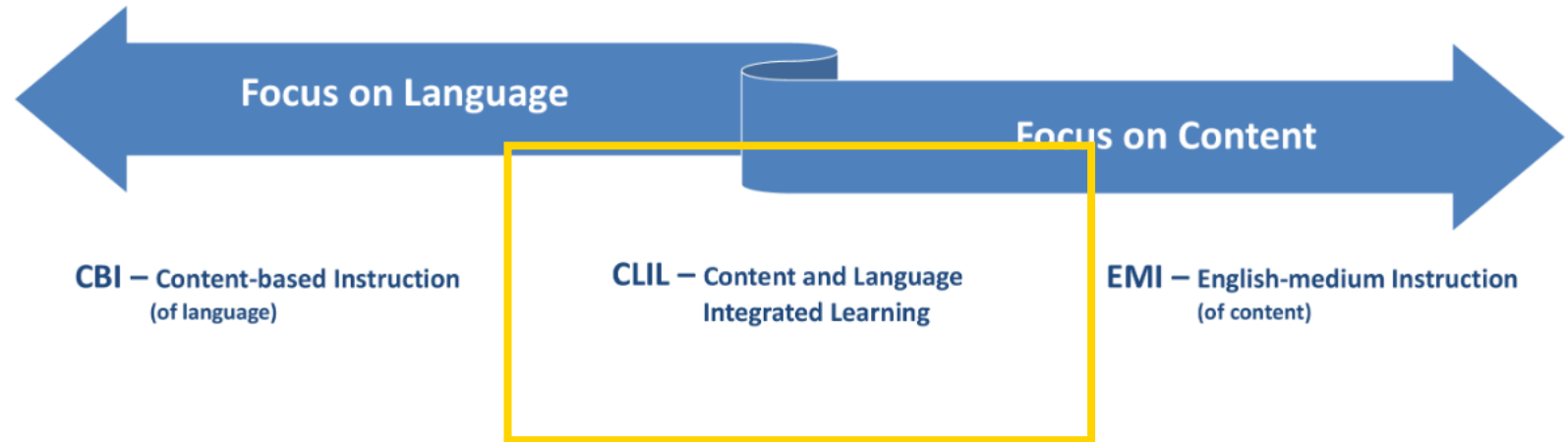
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- Do you have any comments, questions or reflections so far?

21 March 2024   26

Combining Language and Content in Higher Education

Brown, H., & Bradford, A. (2017). EMI, CLIL, & CBI: Differing approaches and goals. In P. Clements, A. Krause, & H. Brown (Eds.), *Transformation in language education*. JALT.

What is CLIL?

A methodology which combines content and language outcomes

- Classes have a dual focus, on both content and language learning
- Intended outcomes are language/performance AND content-oriented
- Students are assessed on language content learning outcomes
- CLIL courses my be taught by language teachers OR content-specialist teachers
- Common in primary, secondary and higher education contexts
- Soft CLIL (more focus on language development) vs. Hard CLIL (more focus on content-development)

Brown, H., & Bradford, A. (2017). EMI, CLIL, & CBI: Differing approaches and goals. In P. Clements, A. Krause, & H. Brown (Eds.), Transformation in language education. JALT.

Some Benefits of CLIL (Klimova, 2012)

1. it builds intercultural knowledge and understanding,

2. it introduces the wider cultural context,

3. it develops intercultural communication skills,

4. it prepares for internationalization

5. it accesses international certification,

6. it improves language knowledge and communication skills,

7. it makes students learn the same way as native speakers do,

8. it deepens awareness of both mother tongue and target language,

9. it develops plurilingual interests and attitudes,

10. it complements other courses and thus deepen student knowledge,

11. it accesses subject-specific target terminology,

12. it provides opportunities to study content through different perspectives,

13. it prepares for future studies and/ or working life,

14. it enables to diversify methods and forms of classroom practice,

15. it complements individual learning strategies,

16. it increases learners' motivation and confidence in both the language and the subject being taught.

Klimova, B. (2012). CLIL and the Teaching of Foreign Languages. Procedia - Social and Behavioral Sciences, 47. 572-576.

Some Constraints of CLIL (Klimova, 2012)

1. students with mixed language competences of the target language in one class,

2. students with mixed learning abilities in one class,

3. language is not taught systematically,

4. a lack of suitable learning materials for the selected CLIL subjects,

5. unsuitable learning styles and teaching approaches,

6. a large number of students in one class,

7. content teachers might lack the skills required to address language,

Klimova, B. (2012). CLIL and the Teaching of Foreign Languages. Procedia - Social and Behavioral Sciences, 47. 572-576.

An Issue with EMI in Higher Education

In CLIL classrooms there is a dual objective which is clearly stated – **teaching *both* language and the subject content.**

In EMI, at university level, the lecturer typically does not think of themselves as a language teacher. Their aim is to [simply] **teach the subject while speaking English.**

[...] Teachers believe that EMI is good for students, and that they will improve their English if they are taught through EMI.

But if teachers do not consider themselves language teachers how is that improvement supposed to happen? (Dearden, 2017)

Can CLIL Fill the Language Gap in EMI?

<u>In EMI Contexts (Brown and Bradford, 2016):</u>

"The central focus is on students' content mastery and no language aims are specified" (Unterberger & Wilhelmer, 2011, p. 96).

"focuses on content learning only" (Smit & Dafouz, 2012, p. 4)

<u>Research shows that in EMI:</u>
- Language learning does not happen by accident; English skills will not improve if specific attention is not paid to language.
- Content learning is decreased if language isn't addressed.
- Examples:
  - Deformación vs. deformation in physics
  - Word problems in statistics and mathematics
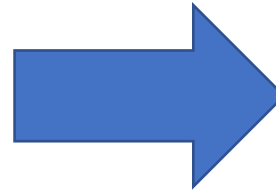
CLIL

**Example:
Training in CLIL for
EMI Higher Education
Contexts**

University of Santiago de
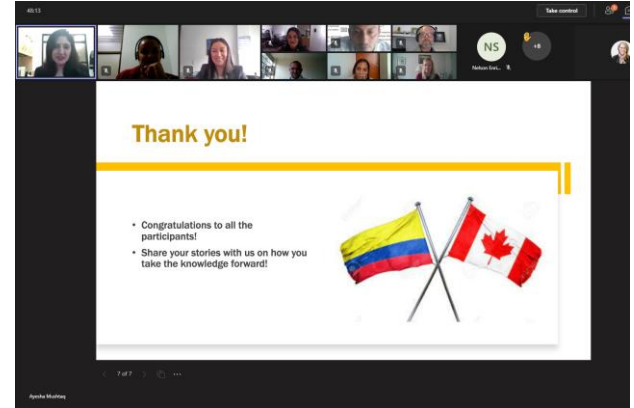Chile (Spanish-language
context)

Content teachers
Language teachers

*Faculty of Engineering. Dr Felipe Castro, Metallurgical Engineer,
Thermodynamics course in English*

Faculty Training & Linked Language Provision CLIL in EMI Contexts

- *Universidad de Santiago de Chile, Chile*

- *Areandina, Colombia*

- *UC Chile*

- *Pre-Service Teachers, México*

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- Do you have any comments, questions or reflections so far?

Tools of CLIL

How can the CLIL framework help us plan pedagogically-sound lessons and courses?

CLIL Competencies: The 4 Cs

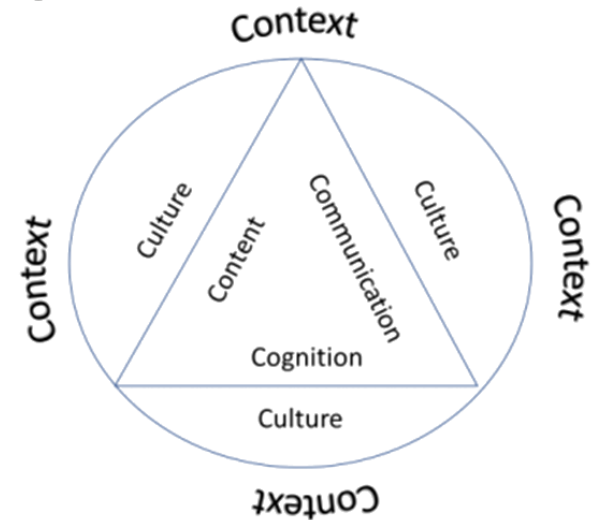In a CLIL lesson, the focus is on developing the following 4 competencies:

(Coyle, et al., 2010)

- **C**ontent Skills
- **C**ommunication Skills
- **C**ognitive Skills
- **C**ulture Skills
- + 5th C: Context?

This Photo by Unknown Author is licensed under CC BY-NC

Coyle D., Hood, P. & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.

CLIL Competencies: The 4 Cs

- **C**ontent Skills
  - Knowledge and skills related to the field, major or discipline
- **C**ommunication Skills
  - Language skills that are required or common in that field or major, with a focus on meaningful communication skills
- **C**ognitive Skills
  - Critical thinking, developing independence of thought, scientific inquiry, etc., related to the field
- **C**ulture Skills (also called Community or Citizenship)
  - Intercultural competence, helping the student step outside their own experience; and/or the culture and practices of that discipline/field

Coyle D., Hood, P. & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.

Example of a CLIL Lesson in Biology

The Human Skeleton

Learning outcomes:

1. to review the names of the main bones in the human skeleton

2. to understand the functions of the human skeleton

3. to investigate a question about the strength of bones

4. to be able to use a forcemeter to measure forces in newtons

5. to be able to record numerical data in a results table

6. to be able to consider the variables to be kept the same when carrying out an investigation

7. to be able to use results to make conclusions

Content: 2, 3, 4, 6

Communication: 1, 5, 7

Cognition: 7,

Culture/Community: 4, 6, 7

Cambridge English. (2017). Teaching English Through Science, A CLIL Approach. 7739_CLIL_Science_Book_Pf8_JR.indd (cambridgeenglish.org)

Develop learning outcomes based on the 4Cs

Applying our skills

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UNIVERSITY

Learning Outcomes

Program, course and lesson outcomes

Instructional aims/goals/objectives: focus on what the teacher will do. "Provide a broad introduction to microbiology to non-biologists."

"Present various human resource challenges and explore the implications for business decisions."

Learning outcomes: Focuses on the *learner*, stating what each student should be able to know, do, and/or value by the end of a course or lesson.

"Articulate design considerations that reflect both individual and societal concerns"

"Formulate conjectures and discover proofs"

"Critique a variety of methodological approaches to the study of literature"

Sometimes includes the method used to demonstrate this learning outcome:

"Critique a variety of methodological approaches to the study of literature via seminar discussions and an argumentative essay"

University of Waterloo (2021). Writing Intended Learning Outcomes. Centre for Teaching Excellence.
https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses/course-design/writing-learning-outcomes

Bloom's Taxonomy: Useful Verbs for Creating Outcomes

KNOWING or REMEMBERING	COMPREHENDING or UNDERSTANDING	APPLYING	ANALYZING	SYNTHESIZING or EVALUATING	CREATING
Cite	Arrange	Adapt	Analyze	Assess	Adapt
Define	Associate	Apply	Appraise	Assemble	Anticipate
Draw	Classify	Compute	Detail	Build	Collaborate
Enumerate	Convert	Coordinate	Determine	Choose	Combine
Find	Describe	Demonstrate	Calculate	Compare	Communicate
Label	Discuss	Develop	Categorize	Construct	Compose
List	Explain	Dramatize	Classify	Debate	Construct
Locate	Exemplify	Employ	Compare	Estimate	Create
Match	Identify	Establish	Contrast	Formulate	Design
Memorize	Interpret	Examine	Correlate	Generate	Facilitate
Name	Locate	Extrapolate	Critique	Hypothesize	Forecast
Recall	Match	Illustrate	Defend	Integrate	Generate
Recite	Paraphrase	Implement	Detect	Judge	Initiate
Record	Report	Instruct	Dissect	Justify	Model
Recognize	Research	Interview	Distinguish	Manage	Negotiate
Select	Sort	Manipulate	Examine	Organize	Organize

Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies
Lecture	Questions	Practice	Problem solving	Projects	Simulations
Video	Discussion	Demonstrations	Case Studies	Problem solving	Critiques
Illustrations	Review	Presentations	Critical Incidents	Case studies	Complex case study
Examples	Test	Projects	Discussion	Plan development	Design/development
Visuals	Reports	Role play	Questioning	Constructing	Product generation
	Exercises	Micro-teach	Test	Simulation	Producing

Think of a lesson in your teaching context that combines content and language.

Can you write an outcome for your lesson?

Can include some or all of the 4Cs?

"By the end of the lesson, students will be able to...via......"

KNOWING or REMEMBERING	COMPREHENDING or UNDERSTANDING	APPLYING	ANALYZING	SYNTHESIZING or EVALUATING	CREATING
Cite	Arrange	Adapt	Analyze	Assess	Adapt
Define	Associate	Apply	Appraise	Assemble	Anticipate
Draw	Classify	Compute	Detail	Build	Collaborate
Enumerate	Convert	Coordinate	Determine	Choose	Combine
Find	Describe	Demonstrate	Calculate	Compare	Communicate
Label	Discuss	Develop	Categorize	Construct	Compose
List	Explain	Dramatize	Classify	Debate	Construct
Locate	Exemplify	Employ	Compare	Estimate	Create
Match	Identify	Establish	Contrast	Formulate	Design
Memorize	Interpret	Examine	Correlate	Generate	Facilitate
Name	Locate	Extrapolate	Critique	Hypothesize	Forecast
Recall	Match	Illustrate	Defend	Integrate	Generate
Recite	Paraphrase	Implement	Detect	Judge	Initiate
Record	Report	Instruct	Dissect	Justify	Model
Recognize	Research	Interview	Distinguish	Manage	Negotiate
Select	Sort	Manipulate	Examine	Organize	Organize

Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies
Lecture	Questions	Practice	Problem solving	Projects	Simulations
Video	Discussion	Demonstrations	Case Studies	Problem solving	Critiques
Illustrations	Review	Presentations	Critical Incidents	Case studies	Complex case study
Examples	Test	Projects	Discussion	Plan development	Design/development
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	Exercises	Micro-teach	Test	Simulation	Producing

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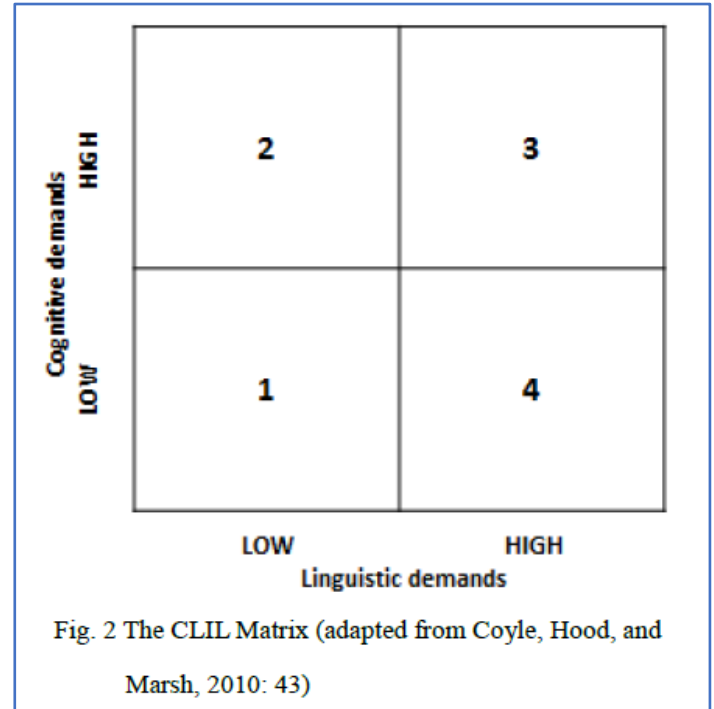- Share your learning outcomes via Mentimeter.

The CLIL Matrix – A Tool for Planning

- Quadrant 1
  - Build confidence in learner

- Quadrant 2
  - Develop cognitively

- Quadrant 3
  - Develop in L2 competence

- Quadrant 4
  - Focus on L2 form

Learners cycle through the quadrants
repeatedly as their skills develop

Fig. 2 The CLIL Matrix (adapted from Coyle, Hood, and Marsh, 2010: 43)

Uemura, T. (2017). CLIL and Its Possible Application to Engineering Education to Enhance Undergraduates Academic and Subject-specific English Literacy. *International Journal of Engineering Innovation and Management, 7*(2), 13-21.

Discussion

Recap

What did we cover today?

THANK YOU

jennifermacdonald@dal.ca

Link to today's slides