

CLIL  
Language  
Primary  
Challenge  
Multilingual  
Support  
Content  
EAL  
Communication  
Integration  
Inclusion  
Pedagogy

## THE KNOWLEDGE BASE OF CLIL FOR EAL

Connecting theory and  
classroom practice

Dieuwerke (Dee) Rutgers

*Enhancing EAL support: Opportunities and best practice*

Languages@Leeds

Saturday 6 July 2019



BRITISH  
COUNCIL

ELTRA

English Language Teaching Research Award



UNIVERSITY  
OF APPLIED  
SCIENCES  
UTRECHT



UNIVERSITY OF  
CAMBRIDGE

Faculty of Education

# OUTLINE

- Introduction to the ELTRA project

*'The knowledge base of CLIL teaching in multilingual primary education settings'*

- Journey through CLIL

- What EAL teachers know

- Exploring what we've learned from EAL practice (so far), as well as the potential of CLIL for enhancing EAL support in multilingual settings



# THE ELTRA PROJECT – RATIONALE & AIMS

## Why do CLIL?

### Content and Language Integrated Learning

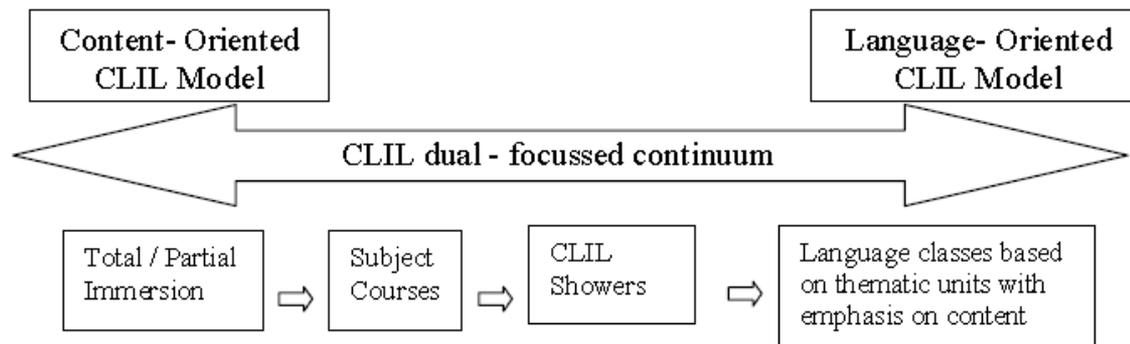
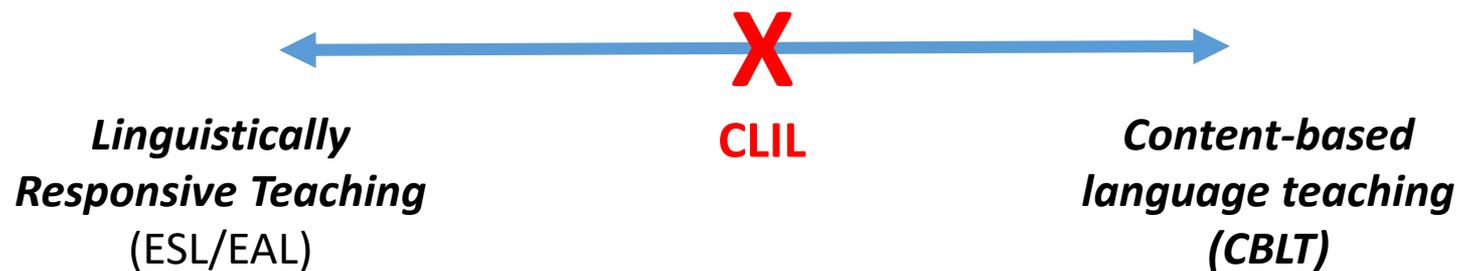


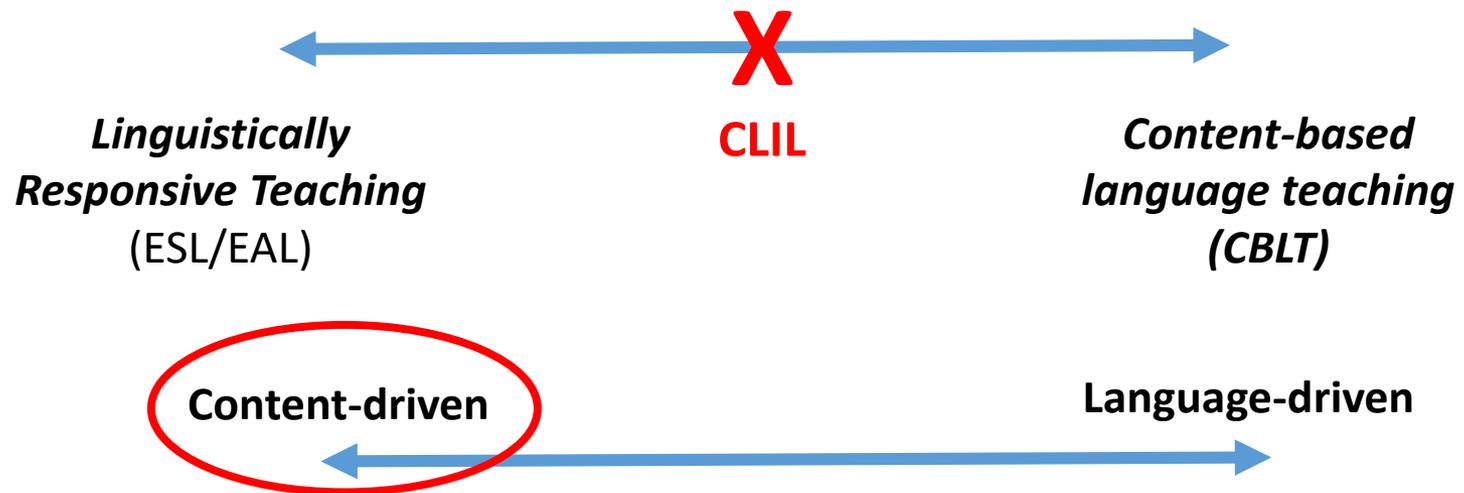
Figure 1: CLIL content-language continuum approach

From: María Dolores Ramirez Verdugo (2011)

# THE ELTRA PROJECT – RATIONALE & AIMS

## Why do CLIL?

### Content and Language Integrated Learning



“Conceptual sequencing” -->  
“Different stages, different discourses”  
(Ball, Kelly & Clegg, 2015)

CLIL is “driven by the logic of the content subjects” (Dalton-Puffer, 2013, p.219)

# THE ELTRA PROJECT – RATIONALE & AIMS

## **Why do CLIL?**

### **Content and Language Integrated Learning**

CLIL is “a form of education in which several language-supportive methodologies converge into a form of instruction, where, despite the content being the driving force, both content and language share equal attention in the teaching-learning process” (Garzón-Díaz, 2018, p. 1)

# THE ELTRA PROJECT – RATIONALE & AIMS

## Why do CLIL?

### Content and Language Integrated Learning

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# THE ELTRA PROJECT – RATIONALE & AIMS

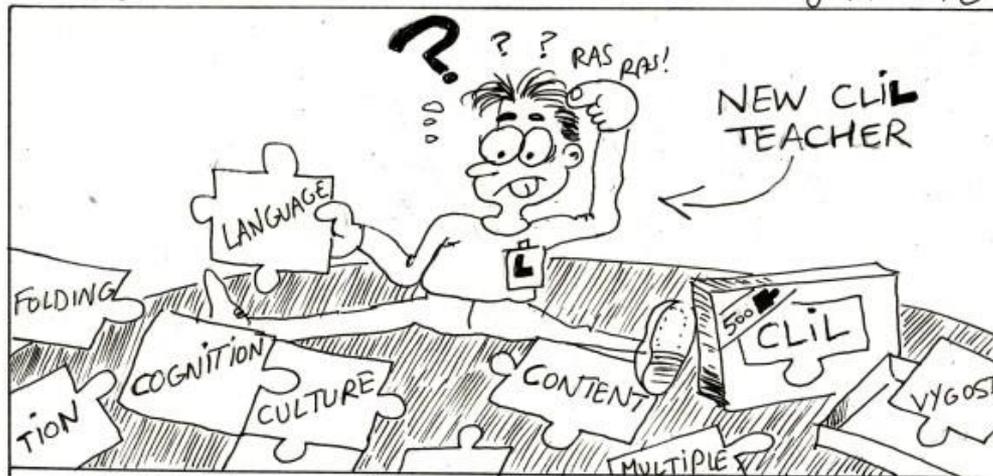


- **In theory:** CLIL is “to teach language *through* content or to teach content *while* teaching language” (Troyan, Cammarata, & Martel, 2017, p. 462)
- **In practice:** How do you know you are ‘doing CLIL’? What are the ‘tasks’ of integrated teaching (Morton, 2016)?
- **Implications for research on CLIL:** How can we know the benefits and outcomes of CLIL, i.e. if it works and what works?

# THE ELTRA PROJECT – RATIONALE & AIMS

CLIL TIMES

by PINHEIRO



# THE ELTRA PROJECT – RESEARCH QUESTIONS

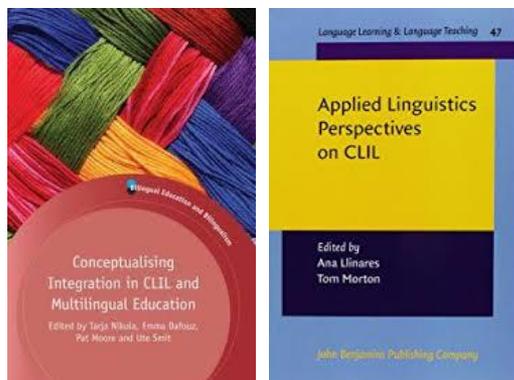
## **The knowledge base of CLIL teaching in multilingual primary education settings**

- What are the ‘tasks’ of integrated teaching in multilingual classrooms? What do teachers (need to) do to integrate content and language learning in multilingual classrooms?
- What knowledge is required by teachers in order to increase their effectiveness in integrating content and language learning in multilingual classrooms?

# THE ELTRA PROJECT – METHODOLOGY

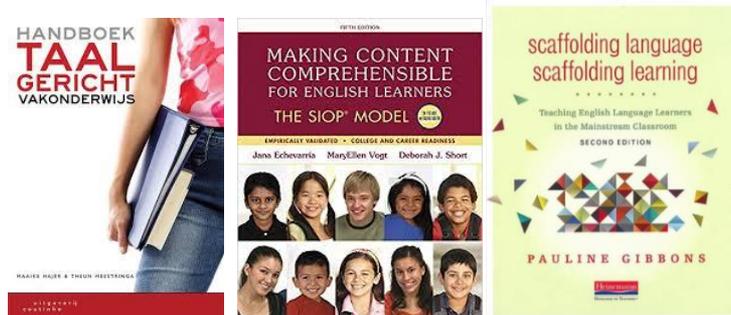
## THEORY – REVIEW OF THE LITERATURE

### CLIL literature



- Primarily practice/research at secondary level
- MFL context
- **Content as meaningful context for language learning** – but more recently stronger focus on *integration*

### Language-sensitive content teaching / *Taalgericht vakonderwijs*



- Primary level
- ESL, EAL & NT2 (Dutch as L2) context (sheltered and mainstream)
- **High challenge, high support** (Hammond & Gibbons, 2005; Hammond, 2006)

### Translanguaging

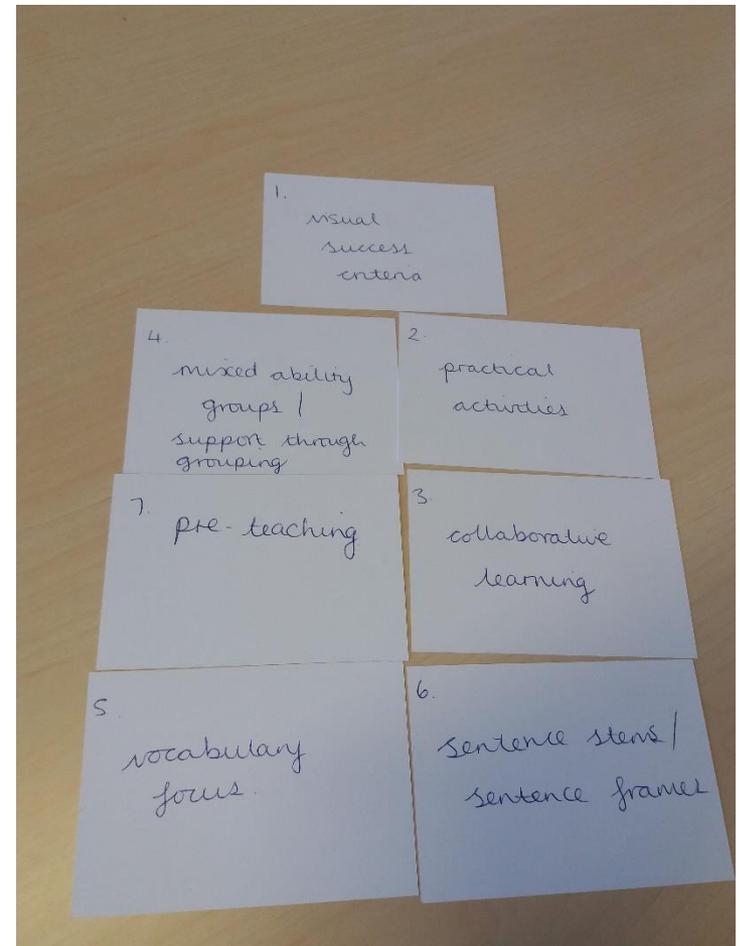
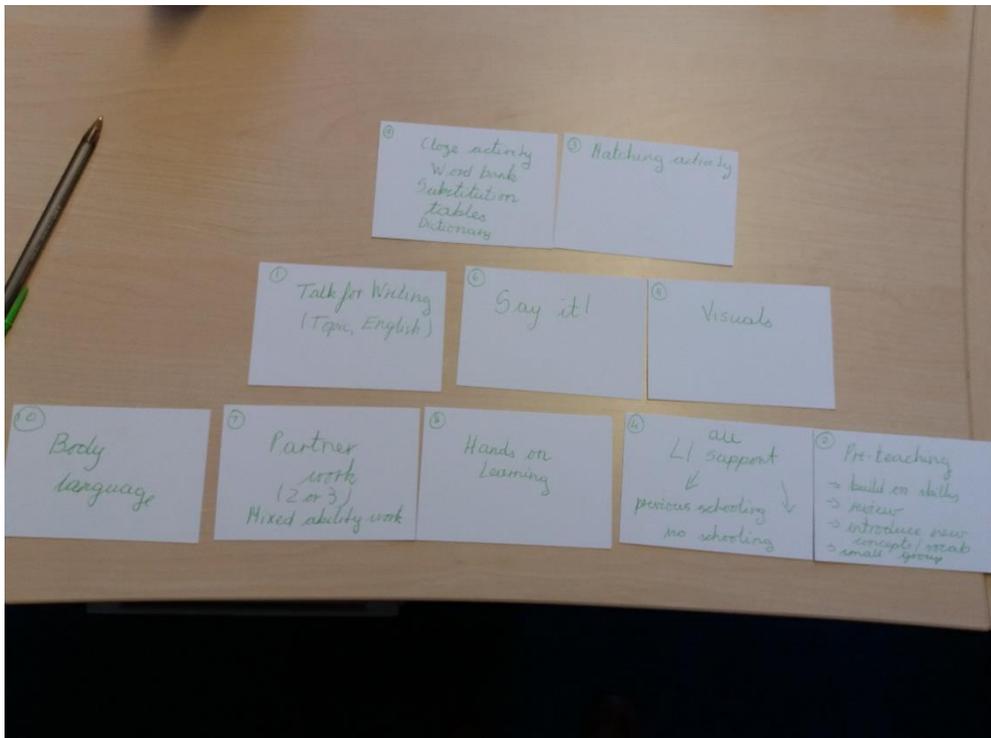


- Primary level
- Bilingual/multilingual context
- **L1 as a resource for L2 learning/bilingual development**

# THE ELTRA PROJECT - METHODOLOGY

## PRACTICE – INTERVIEWS with CLIL WALL

Adapted from Koopman, Skeet & de Graaff (2014)



# THE ELTRA PROJECT – RESEARCH QUESTIONS

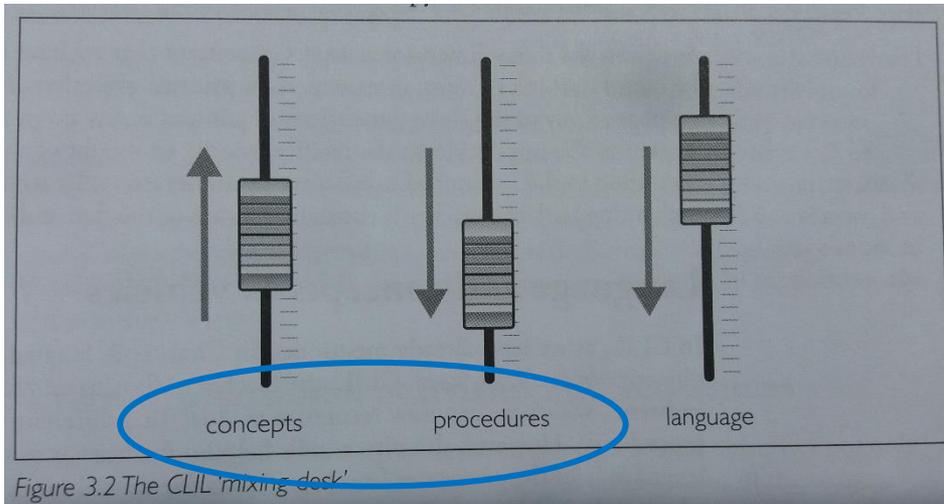
## **The knowledge base of CLIL teaching in multilingual primary education settings**

- **What are the ‘tasks’ of integrated teaching in multilingual classrooms? What do teachers (need to) do to integrate content and language learning in multilingual classrooms?**
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# THEORY: DEFINING THE *WHAT* OF CLIL

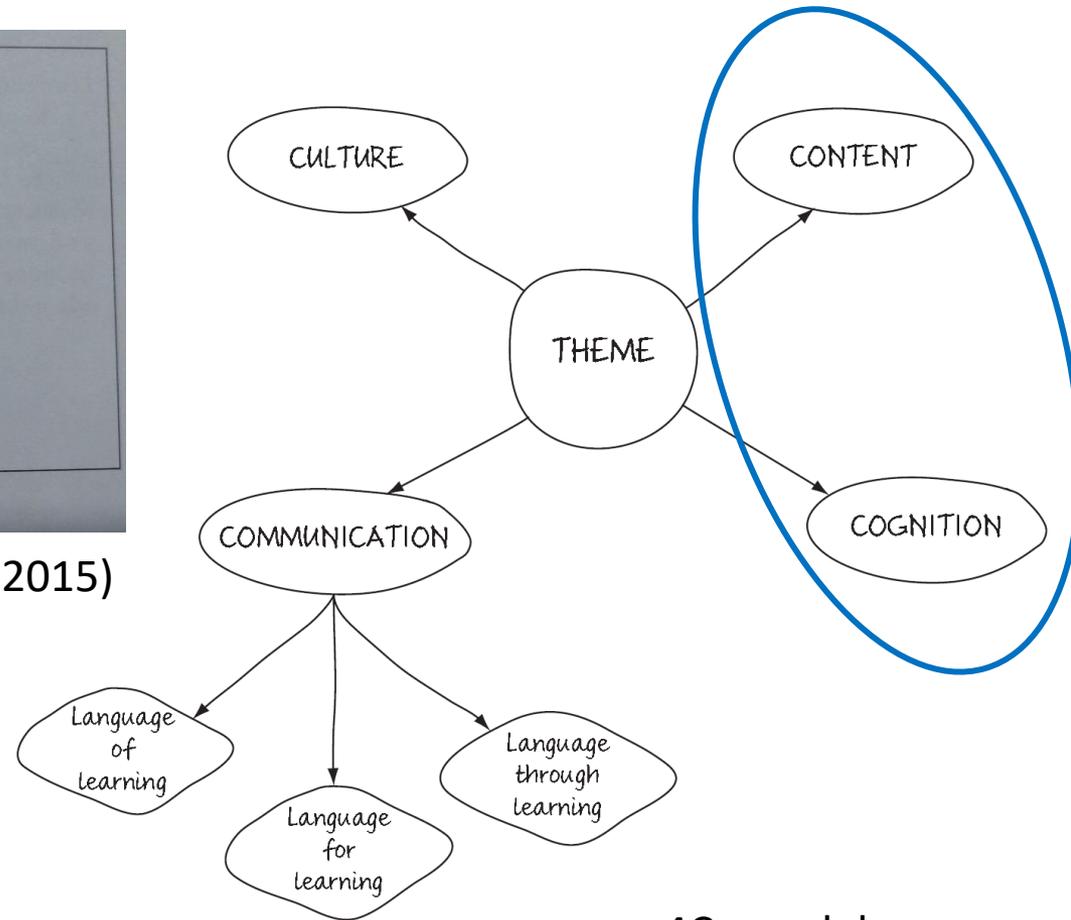
Effective CLIL teaching stems from a thorough understanding of “the linguistic foundations underlying effective content lessons (de Jong & Harper, 2005, p. 102) and the challenges and opportunities these provide for content and language learning

# THEORY: DEFINING THE *WHAT* OF CLIL



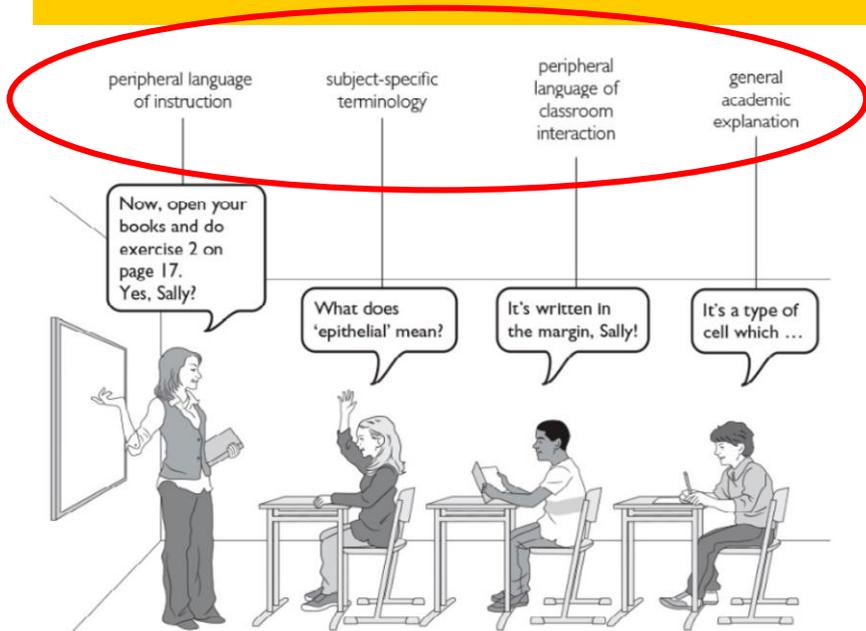
Mixing desk metaphor (Ball, Kelly & Clegg, 2015)

**Content**  
=  
Facts, concepts, procedures, skills



4Cs model  
(Coyle, Hood, & Marsh, 2010)

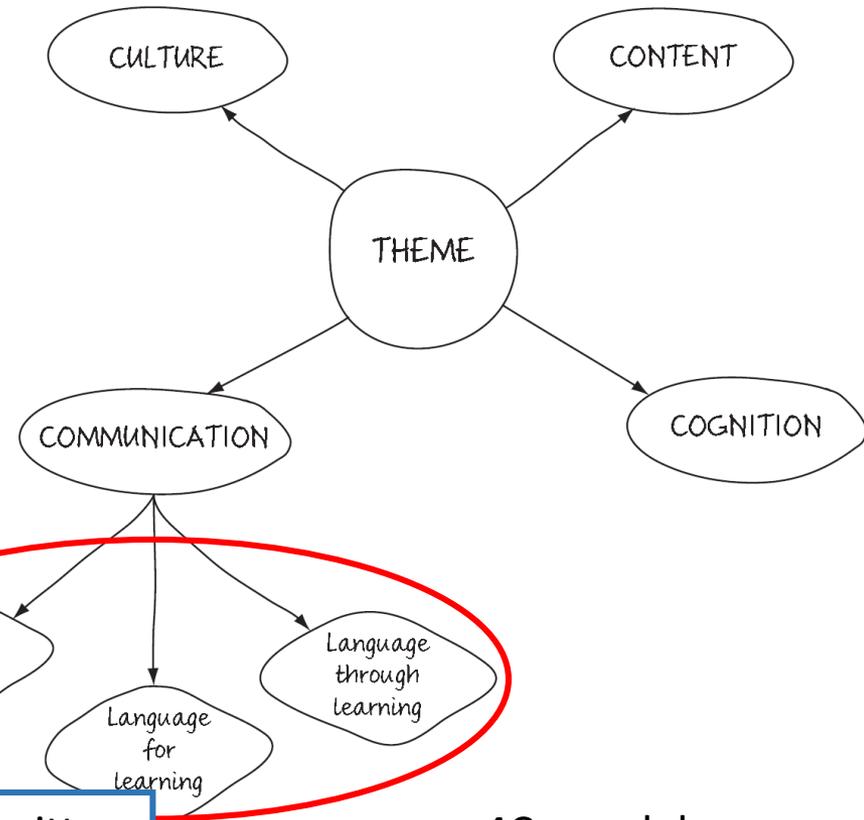
# THEORY: DEFINING THE WHAT OF CLIL



(Ball, Kelly & Clegg, 2015)

Language/Communication  
=  
Classroom interactional &  
Subject-specific (vocabulary,  
concepts, procedures and skills)

- Oral & written
- L1, L2, Ln



4Cs model  
(Coyle, Hood, & Marsh, 2010)

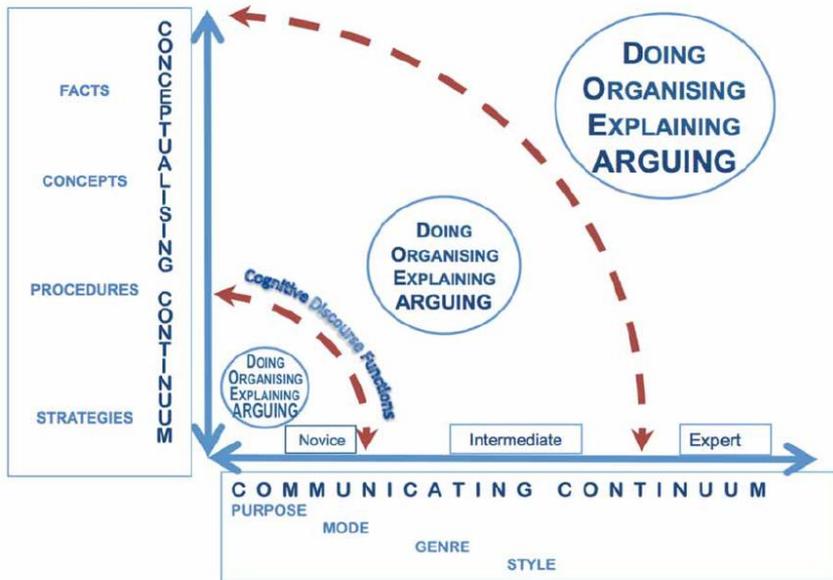
# THEORY: DEFINING THE *WHAT* OF CLIL

## INTEGRATION

‘content-cognition-communication’

Classroom talk that support higher-order engagement with the subject matter and school language use simultaneously

Mapping Pluriliteracies Development



(Meyer, Coyle, Halbach, Schuck, & Ting, 2015)

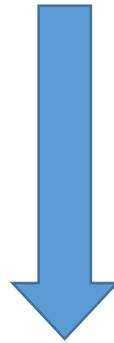
Table 2. List of CDF categories and their members:

CLASSIFY	Classify, compare, contrast, match, structure, categorize, subsume
DEFINE	Define, identify, characterize
DESCRIBE	Describe, label, identify, name, specify
EVALUATE	Evaluate, judge, argue, justify, take a stance, critique, recommend, comment, reflect, appreciate
EXPLAIN	Explain, reason, express cause/effect, draw conclusions, deduce
EXPLORE	Explore, hypothesize, speculate, predict, guess, estimate, simulate, take other perspectives
REPORT	Report, inform, recount, narrate, present, summarize, relate

(Dalton-Puffer 2013)

# THEORY: DEFINING THE *HOW* OF CLIL

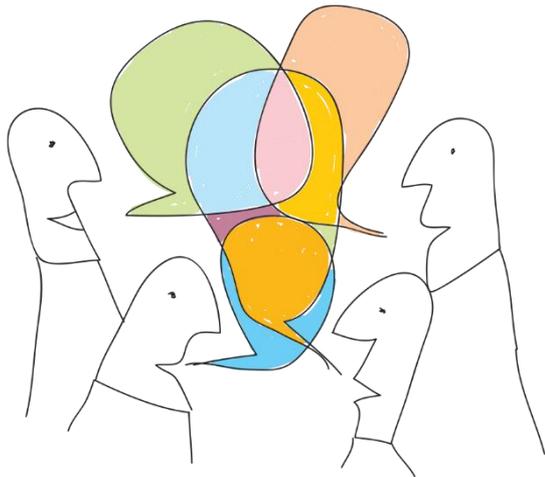
“whilst the 4Cs Framework guides the *what* of CLIL, it does not provide the *how* (of integration)” (Coyle, 2015, p. 93-94 – see also Llinares, 2015)



What are the pedagogical conditions that allow for the simultaneous learning of content and language?

# THEORY: DEFINING THE *HOW* OF CLIL

- How do learners acquire language in subject learning activities?
  - Interaction hypothesis



## **Negotiation of meaning:**

The use of “nonverbal and verbal strategies to express, interpret, expand and refine ideas and their variations in meaning in conversation”  
(Zwiers & Crawford, 2011, p. 12).

## **Facilitates input/output/feedback**

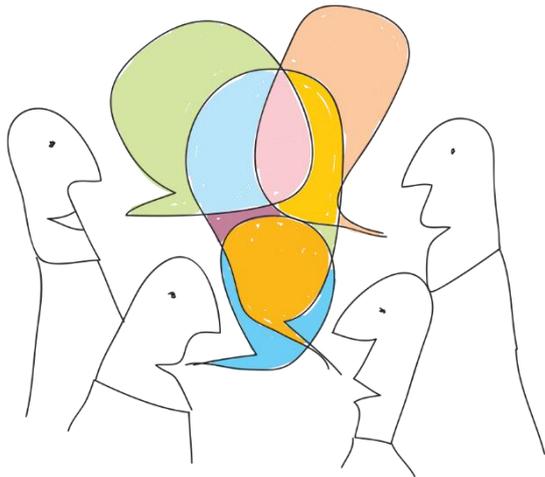
(García Mayo & Hidalgo, 2017; Hulstijn, 2013; Izumi, 2003; Krashen, 1985; Swain, 2000; Toth, 2006; Tsui Bik-may, 1985)



‘interthinking’  
(Mercer, 2000)

# THEORY: DEFINING THE *HOW* OF CLIL

- How do learners acquire language in subject learning activities?
  - Interaction hypothesis



**Facilitates input/output/feedback**  
(García Mayo & Hidalgo, 2017; Hulstijn, 2013; Izumi, 2003; Krashen, 1985; Swain, 2000; Toth, 2006; Tsui Bik-may, 1985)

## **Negotiation of meaning:**

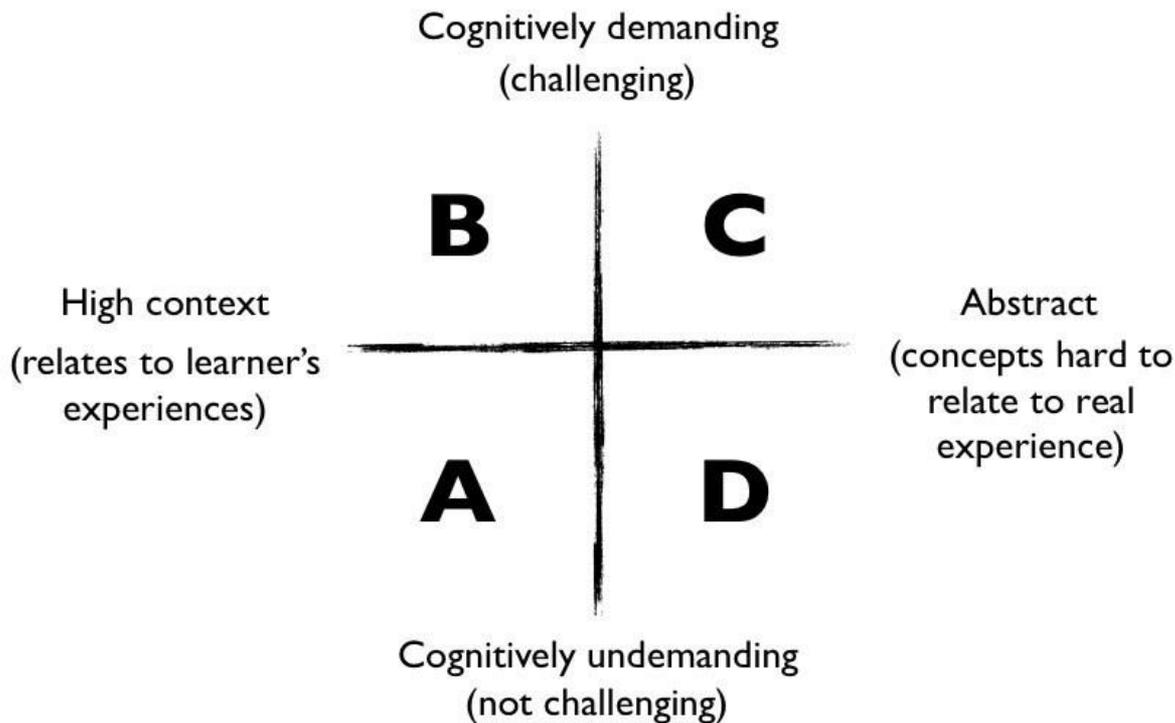
The use of “nonverbal and verbal strategies to express, interpret, expand and refine ideas and their variations in meaning in conversation”  
(Zwiers & Crawford, 2011, p. 12).

## **Languageing:**

Language production associated with the negotiation of meaning around content – language as a socio-cognitive act  
(Swain, 2000, 2006; Swain & Watanabe, 2012)

# THEORY: DEFINING THE *HOW* OF CLIL

- How do learners acquire language in subject learning activities?
  - Contextualisation



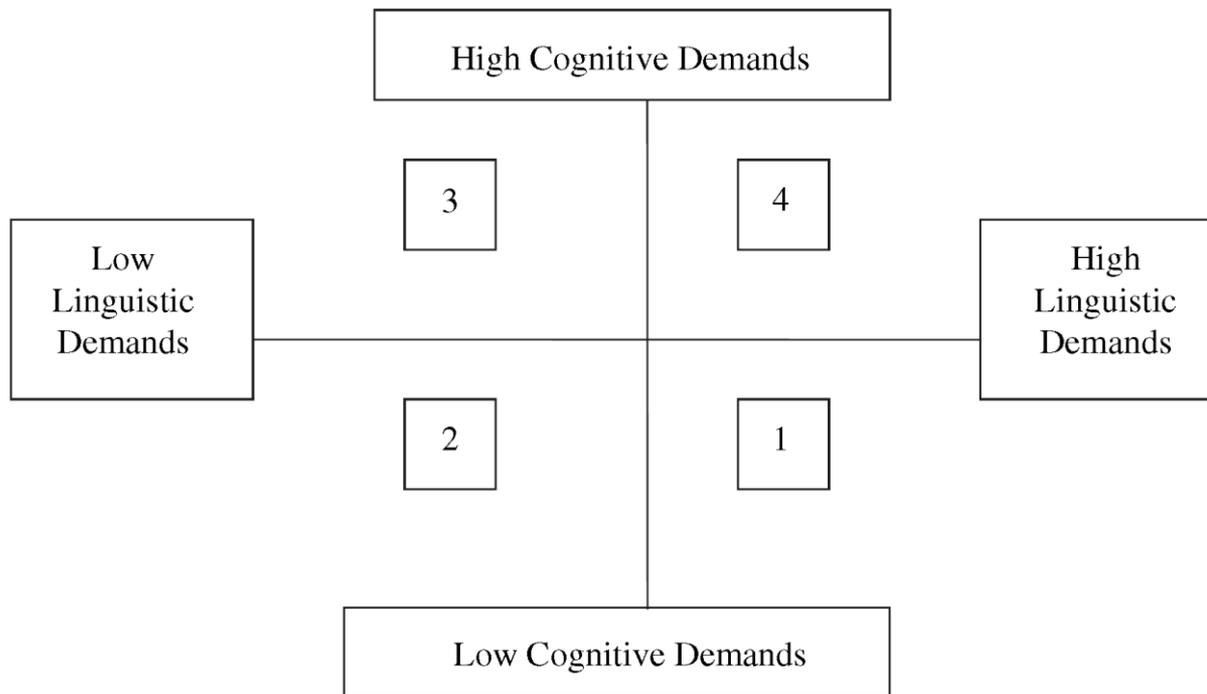
Cummins (2000)

“actively creating a unique context for what is new to them out of their multiple, infinitely varied experiences in other situations”  
(Aukerman, 2007, p. 627)

- Help learners make sense of what they are learning
- Engage learners
- Avoid cognitive overload in dual-focussed learning tasks

# THEORY: DEFINING THE *HOW* OF CLIL

- How do learners acquire language in subject learning activities?
  - Language support (receptive and productive skills)



- **Comprehensible input**
- **Multimodal**
- **Elaborated input**
- **Pushed output**
- **Focus on forms**
- **Feedback**
- **Procedural scaffolding**
- **Sequencing**

**INTEGRATION**  
Is it only quadrant 4?  
Does CLIL always mean  
simultaneous focus?

**Figure 3** The CLIL Matrix  
Adapted from Cummins (1984)

*From: Coyle (2007)*

# THEORY: DEFINING THE *HOW* OF CLIL

- How do learners acquire language in subject learning activities?
  - Language support

## INTEGRATION OF FULL LINGUISTIC REPERTOIRE

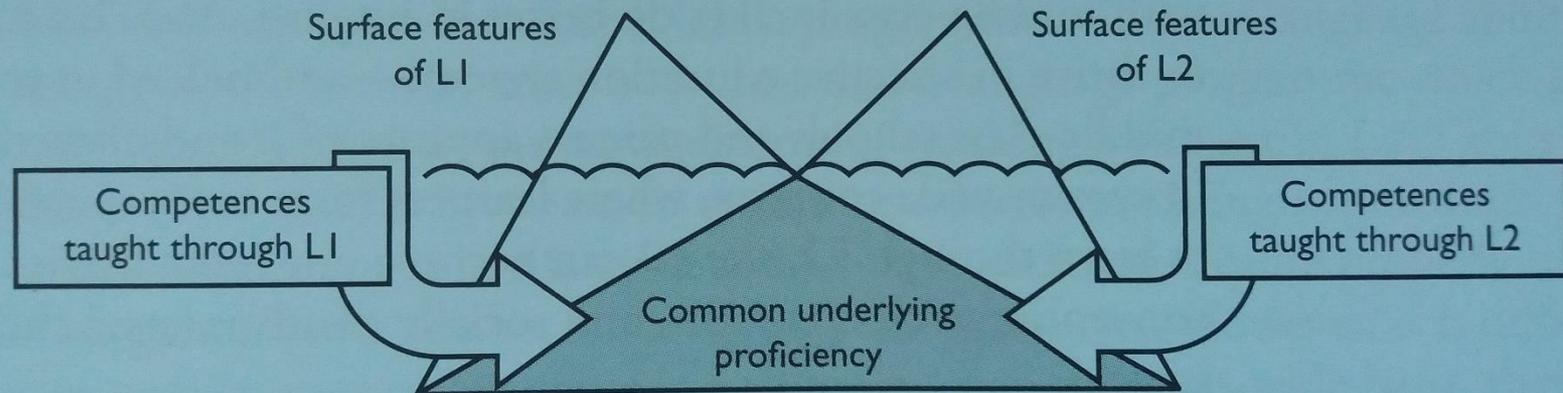


Figure 1.1 Cummins's 'dual iceberg' representation of bilingual proficiency (adapted from Cummins, 1984.)

# THEORY: DEFINING THE *HOW* OF CLIL

- The ‘tasks’ of integrated teaching in multilingual settings can be summarised as follows:
  1. Giving context to new (content and language) knowledge
  2. Stimulating interaction for communication → understanding
  3. Focus on subject-specific language competencies
  4. Adapting task, text and instruction to provide access to content and language
  5. Guiding practice and production
  6. Leveraging students’ other languages for (content and language) learning

# THEORY: DEFINING THE *HOW* OF CLIL

	Pedagogical Principles (PPs)	Instructional Procedures (IPs)
PP1	Provide context	<ul style="list-style-type: none"><li>• Activate prior knowledge;</li><li>• Exposure to diverse sources, text types and media as contexts through which subject knowledge and skills can be approached, (re)interpreted and developed.</li></ul>
PP2	Stimulate interaction	<ul style="list-style-type: none"><li>• Negotiation of meaning;</li><li>• Teacher questioning (open questions, follow-up questions, ask students to explain reasoning, thinking or answers);</li><li>• Sufficient wait/processing time;</li><li>• Extended turn-taking;</li><li>• Variation in interaction (whole class, small group, pair, individual);</li><li>• Plan activities and task-based projects that require communication;</li><li>• Organise tables so that students can see and communicate with other group members;</li><li>• Organise groups for equal participation (language proficiency/status).</li></ul>
PP3	Focus on academic language	<ul style="list-style-type: none"><li>• Teacher questioning (open questions; variety of questions, e.g. descriptive, organising, explaining, analysing, interpreting and evaluating questions; ask students to explain their thinking, reasoning and answers);</li><li>• Explore and highlight key terms (proactive and integrated), e.g. introduce them, negotiation of meaning, write them down, or repeat them;</li><li>• Provide speaking and writing frames for the development of subject-specific <u>oracy</u> and literacy.</li><li>• Exposure to diverse sources and text types (genres/register);</li></ul>

# THEORY: DEFINING THE *HOW* OF CLIL

Pedagogical Principles (PPs)	Instructional Procedures (IPs)
PP4 Make content and language accessible	<ul style="list-style-type: none"> <li>• Comprehensible input (simplifying language use whilst enriching it communicatively), through e.g. adapting use of language (rate of speech, enunciation, avoiding idioms), negotiation of meaning, offering rich language (repeating, paraphrasing, modelling, elaborating) and 'message abundance' (visual aids, body language/gestures, hands-on activities, variation in sources and text types);</li> <li>• Focus on language (form and meaning), through explicit language objectives (depending on age of learner), exploring and highlighting words and phrases (introduce them, negotiation of meaning, write them down, repeat them, modelling);</li> <li>• Procedural scaffolding, e.g. use teaching and learning cycles (to move from teacher to student, input to application, oral to written, everyday language to academic language), organise groups for equal participation (language proficiency/status) and providing time to process materials individually or in groups.</li> </ul>
PP5 Guide practice and production	<ul style="list-style-type: none"> <li>• Pushed output, incl. the expression of understanding;</li> <li>• Use hands-on-activities;</li> <li>• Incorporate all language skills (reading, writing, listening, speaking), with targeted support;</li> <li>• Provide speaking and writing frames for the development of subject-specific literacies</li> <li>• Integrated feedback (focus on language), e.g. modelling, recasts, written corrections, metalinguistic comments</li> </ul>
PP6 Leverage students' other languages for learning	<ul style="list-style-type: none"> <li>• Use of bilingual posters and signs, multilingual word walls and cognate charts;</li> <li>• Distinguish between language of ideas and language of display;</li> <li>• Creative and pragmatic use of home languages for engagement with complex content and text (e.g. providing a meaningful context to new knowledge, using culturally meaningful metaphors and/or stories, or allowing students to process materials/explain things to each other using all their languages);</li> <li>• Strategic use of translation and texts in all students' languages (e.g. in researching a topic);</li> <li>• Distinguish between general linguistic and language-specific performance objectives;</li> <li>• Engage students in language inquiry tasks, comparing and contrasting different features of spoken and written language;</li> <li>• Ask students to rationalise their languages choices in oral and written work;</li> <li>• Organise groups for equal participation (language proficiency/status).</li> </ul>

# PRACTICE: WHAT DO EAL TEACHERS DO

- What do teachers working with EAL learners consider to be the ‘tasks’ of integrated teaching?

“I don’t know, I think for me, ... the whole starting point is for them to be happy at school. Which is not even here in the cards. Just thinking about the children we have, (EH) what we need to do .. for them to come in and join in if they’re not happy, is no way they will do anything for you. No matter what strategies you’ll put. If they not happy and they terrified of school, they don’t know the routine, you can prepare beautiful resources and it will not work. So I think the first one is (EH) for them to feel welcome in the school.”

(Karolina, EAL coordinator)

“that high-challenge low-threatening environment is all about making sure everybody can take part, they feel like they have the confidence to get to the next level, I think that’s what I’m thinking, so then - then with that distribute turns. It’s testing that that they feel that they can do it, testing if they make mistakes it doesn’t matter so I think that’s –”

(Fritz, Class teacher)

# PRACTICE: WHAT DO EAL TEACHERS DO

- What do teachers working with EAL learners consider to be the 'tasks' of integrated teaching?

INTERVIEWER; And what would you say are the main challenges when teaching students with EAL?

BOB; **I think it's, it's probably confidence.** I think for those pupils that arrive maybe on day one with no English at all, for them they could've been the most high ability pupil in the class in their, in their mother tongue, as it were, and they all of a sudden find themselves in a setting where they're maybe the opposite end of the class and that can do a lot of damage! In terms of confidence. You know I've seen it over the years and pupils have actually gone into their shells so it's you- you're intervention in that sense has to be swift, it has to be quick, you have to really get the ball rolling very quickly with daily reading, phonic input if necessary, vocabulary integration of the classroom, differentiated work, the whole lot.

# PRACTICE: WHAT DO EAL TEACHERS DO

- What do teachers working with EAL learners consider to be the ‘tasks’ of integrated teaching?

CLIL teaching task	CLIL Teaching strategy
<ul style="list-style-type: none"> <li>• Creating a safe learning environment to overcome language anxiety</li> </ul>	<p>Set realistic expectations</p> <p>Promote collaborative learning ('more likely to have a go with peers')</p> <p>Allowing students to make mistakes by rewarding (imperfect) contributions through accepting, paraphrasing, repeating, asking other students' attention for contributions</p> <p>Modelling of teachers making mistakes</p> <p>Using techniques for random turn distribution as part of normal classroom routines (everybody can be chosen to answer), such as lollipop sticks, deck of card.</p> <p>Teaching of growth <del>mindset</del> strategies (e.g. Guy Claxton's resilience, resourcefulness, reflectiveness and reciprocity).</p> <p>Model the use of dictionaries and thesaurus to foster a love of words.</p> <p>Using students' home languages in day-to-day interactions (greetings etc.)</p> <p>Translating and asking students to translate key concepts and content language in their home languages</p> <p>Giving students time to plan and practice their answers to take the pressure off.</p> <p>Celebrate and display students language work</p> <p>Teacher acting like an idiot</p> <p>Joking with and about language (puns, metaphors etc.)</p>

# PRACTICE: WHAT DO EAL TEACHERS DO

- What do teachers working with EAL learners consider to be the ‘tasks’ of integrated teaching?

Again, the books ehh if they new to English, I don't want to see any writing because I know they would copy, I would rather see a photograph and a observation like what we do in foundation stage with the little ones, or the words they use, or, or the instructions they were able to follow rather than copying someone else's writing. So very much early years. That's, you know, the emerging language. Lots of hands on activities.

(Karolina, EAL coordinator)

It's all down to the activity. You know, that, the ri- for those children with very little, describing a picture might be with some vocab, and one sentence, might be where they are, but a week later, it might be .. describe that picture with three or four sentence, or maybe even a paragraph. But then a couple of weeks later that picture might then be on the board, you've labelled that as a class together, and then they go independently and write half a page about it, and they might have a word bank to help them with some visuals and key words, and I suppose it's kind of built up like that

(Bob, class teacher)

Yeah again on planning we would write down the kind of questions we're thinking (EHM) of asking and making sure that you've got those difficult questions but you've also got the simpler questions that you can make sure there's something appropriate for all children and they can all have some sort of success in their lesson and they can think oh I've answered that question I know that part. (EHM) So we d- we are encouraged to plan our questions make sure they're identified on our planning

(Mary, Science lead)

# Practice: what do EAL teachers do

- What do teachers working with EAL learners consider to be the ‘tasks’ of integrated teaching?

“You just need to, as we say you need to plan for your lessons, so it's the whole class teaching of course is majority of them so you will need to expose and they need to be exposed, but if it's a small group work you just have to adapt it and tailor to their needs so they benefit something”

(Karolina, EAL coordinator)

Balancing student  
and curricular needs

# PRACTICE: WHAT DO EAL TEACHERS DO

- What do teachers working with EAL learners consider to be the ‘tasks’ of integrated teaching?

CLIL teaching task	CLIL teaching strategy
Assessing and organising for learner progression	<p>Using hands-on, exploratory activities to observe and assess students’ understanding.</p> <p>Distribute turns to continually assess students understanding and language use</p> <p>Analyse students’ work to identify strategies for support (jointly with colleagues)</p> <p>Using visual success criteria to help students connect learning across lessons and for self-assessment</p> <p>Teaching of (growth <del>mindset</del>) strategies (e.g. Guy Claxton’s resilience, resourcefulness, reflectiveness and reciprocity).</p> <p>Model the use of dictionaries</p> <p>Set clear language criteria for different dimensions of literacy (handwriting, vocabulary, spelling, grammar, organisation of text, purpose of text) to be used throughout the school year, incl. for self-assessment</p> <p>Be informed about the different stages of language development to be able to draw on techniques from earlier stages (before your year group)</p> <p>Designing scaffolding for decreasing teacher or peer language support.</p> <p>Use consistent language for clarity and repetition</p> <p>Use display boards for students’ past language work, for them to return to in future lessons</p> <p>Talk for writing</p>

Balancing student and curricular needs

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  5. Guiding practice and production
  6. Leveraging students’ other languages for (content and language) learning
  7. Assessing and organising for learner progression
  8. Creating a safe learning environment to overcome language anxiety

# THE ELTRA PROJECT – RESEARCH QUESTIONS

## **The knowledge base of CLIL teaching in multilingual primary education settings**

- What are the ‘tasks’ of integrated teaching? What do teachers (need to) do to integrate content and language learning in multilingual classrooms?
- **What knowledge is required by teachers in order to increase their effectiveness in integrating content and language learning in multilingual classrooms?**

# PRACTICE: WHAT DO EAL TEACHERS KNOW

- What language knowledge for content teaching do EAL teachers have? What aspect of language do teachers working with EAL learners focus on?

“I think as well .. when you begin a unit of work, so let’s say you’re studying .. let’s go back to Romans, let’s say your main endeavour for your Romans unit, by the end you want them to explain why the Roman army was so successful, okay. So .. the text type that you’re trying to achieve is an explanation text”

(Bob, class teacher)

‘Spouse it’s, it’s your key learning from that lesson, whether it’s facts or the vocabulary – especially I think definitely vocabulary, so, in that – what I was really sort of .. really focused on that they remembered what an inherited, what a trait was, so that question kept on coming back to them, and the vocabulary was similar to sort of just get them back to them so they can make links between the learning and the facts.

(Fritz, Class teacher)

Subject-specific language competencies?

# PRACTICE: WHAT DO EAL TEACHERS KNOW

- What language knowledge for content teaching do EAL teachers have? What aspect of language do teachers working with EAL learners focus on?

“Whatever you scaffold for them it would just be exactly the same if they have no understanding of what is you know written in that scaffolded activity, they won’t access it, there is no meaning for them”

(Karolina, EAL coordinator).

So. (EH) This [visual success criteria] is something that actually last year I sort of reintroduced it in Science as part of my subject leader role, and .. (EHM) I’d created a separate bank of visual success criteria that people could borrow from .. (EHM), so for all of the rocks topics I’d created certain pictures to go with .. the different aspects of what would be taught about rocks or the working of scientifically parts, different things to represent something, so for .. measuring skill, there would be a little picture that was measuring using a ruler, or measuring using a measuring jug, so different things to go with that, and I think that was really important because a lot of our.. (EHM) even our low ability children, as well as our EAL children they would struggle with the language in Science (EHM), so having that link to pictures was really helpful for them

(Mary, Science lead)

Language of classroom procedures  
(pedagogical procedures & subject specific procedures)

# PRACTICE: WHAT DO EAL TEACHERS KNOW

- What language knowledge for content teaching do EAL teachers have? What aspect of language do teachers working with EAL learners focus on?

“And I think like, with that .. so much scaffolding goes into play then. Because you have to constantly **create your language**. So if you’re a teacher and you look at, you know, at the content of this lesson and the topic, and you think like, okay like, maybe I will need to teach myself a little bit about that and read, but you read it and then you present it and you think like well it’s obvious I understand that. But then you forget that this is usually very specific technical vocabulary so you have to use it even simpler, and simpler terms to describe it. And I think this is where you start actually seeing that they understand it. So obviously, **comparing it**, but also making it easier and easier, and then making it more difficult, that’s what makes it kinda -

# PRACTICE: WHAT DO EAL TEACHERS KNOW

- What language knowledge for content teaching do EAL teachers have? What aspect of language do teachers working with EAL learners focus on?

Again, the books ehh if they new to English, I don't want to see any writing because I know they would copy, I would rather see a photograph and a observation like what we do in foundation stage with the little ones, or the words they use, or, or the instructions they were able to follow rather than copying someone else's writing. So very much early years. That's, you know, the emerging language. Lots of hands on activities.

(Karolina, EAL coordinator)

Opportunities to talk, which is like with the destination reader, the reading kind of format that we use, they have lots of opportunities just to talk, so they learn from different models of language as well, and then from each other and yeah

(Becky, Literacy Lead)

Emerging language & peer talk

Balancing student & curricular needs

# PRACTICE: WHAT DO EAL TEACHERS KNOW

- What language knowledge for content teaching do EAL teachers have? What aspect of language do teachers working with EAL learners focus on?

It definitely is a balance, because .. I would try when they first came into a lesson or first joined a class to be sat with someone so it's not intimidating it's not overwhelming, but I would aim not to sit them with that child .. every day, every lesson. Because A it's not healthy for both of them, but .. like you were saying if they're always with that same child, they're always listening to that home language, **they're never really going to .. even attempt to .. think about .. what's happening around them or listening into what's happening around them.** So I think it is quite a delicate balance between the two (EHM). And I suppose once you've started being able to focus on vocabulary with them, when you're actually doing the sentence stems .. then moving that support away, and getting them to think about it independently a bit more, it sort of take builds up from there. **But it would, it would hugely depend on what we were doing, so if it's a brand new .. subject or a brand new .. (EHM) concept in Science for example, I probably would give them that language support so they can at least discuss what they know with somebody else.** And then, as it moves on through the lessons, once I can see what they know, observed what they know, and then we're starting to think about writing or saying things, then I would probably reduce that support a bit more.

(Mary, Science lead)

Balancing L1 and L2 use

# PRACTICE: WHAT DO EAL TEACHERS KNOW

- What language knowledge for content teaching do EAL teachers have? What aspect of language do teachers working with EAL learners focus on?

BOB: Language partners, sitting -seating plan of the classroom can be quite useful. You might have an Arabic speaker that's, you know, been bilingual since birth, and then you might, you know, is it a good idea to sit him next to a pupil that has just come into your classroom with no English but is an Arabic speaker. **I think there's two ways of looking at it, you know, it could be a benefit or it could be a hindrance, you know.** And, you know, naturally you might think ah good pairing, will be able to explain, but then sometimes could be counterproductive because it could be too, too much of a – too easy!

INTERVIEWER; Yeah and they end up relying on that person.

BOB; Exactly. Exactly. It's not teaching good independence, so, you know, there's a combination of varying your approaches is a big part of this as well

Balancing L1 and L2 use

# PRACTICE: WHAT DO EAL TEACHERS KNOW

INTERVIEWER: I was wondering about what you thought on that as well. How to use students' .. you know, other languages in the actual teaching. (EHM) How y-

KAROLINA: I think (EH) .. **It's useful if a child can read. And if they were taught concepts.** But I think there is no use if (EH) and I tried, (EHM) if I teach our children Maths in Lithuanian. Especially if they had some teaching experience here in taught in English, because for first they never went to school in Lithuania, so they don't know what triangle is in Lithuanian, they don't know what cuboid is in Lithuanian, they only know cuboid, for them is cuboid for the rest of their life. Probably they will never learn – **is not even relearning is learning.** I think it's useful .. if they can read. And if they know those concepts in their first language then is very, because then they can, all they do is translating isn't it. And learning that in English, (EHM) but if they never been exposed I don't think those bilingual posters or your translated work sheets will make any difference. It will might just well confuse them.

Balancing L1 use for L2 development (incl academic language development)

# REFLECTION: WHAT IS LANGUAGE IN CLIL CLASSES?

## Talk-type definitions

<b>Organisational talk</b>	the what, when and how of the classroom
<b>Social talk</b>	safe, non-assessed talk between peers
<b>Critical talk</b>	asking 'why' and 'how come' questions
<b>Expert talk</b>	the formal voice of the subject
<b>Exploratory talk</b>	talk explicitly focused on pupil understanding – established or emerging
<b>Meta talk</b>	talk about talk as a tool and as the instantiation of knowledge
<b>Pedagogic talk</b>	talk that explicitly bridges every-day and expert perspectives

Moate (2011)

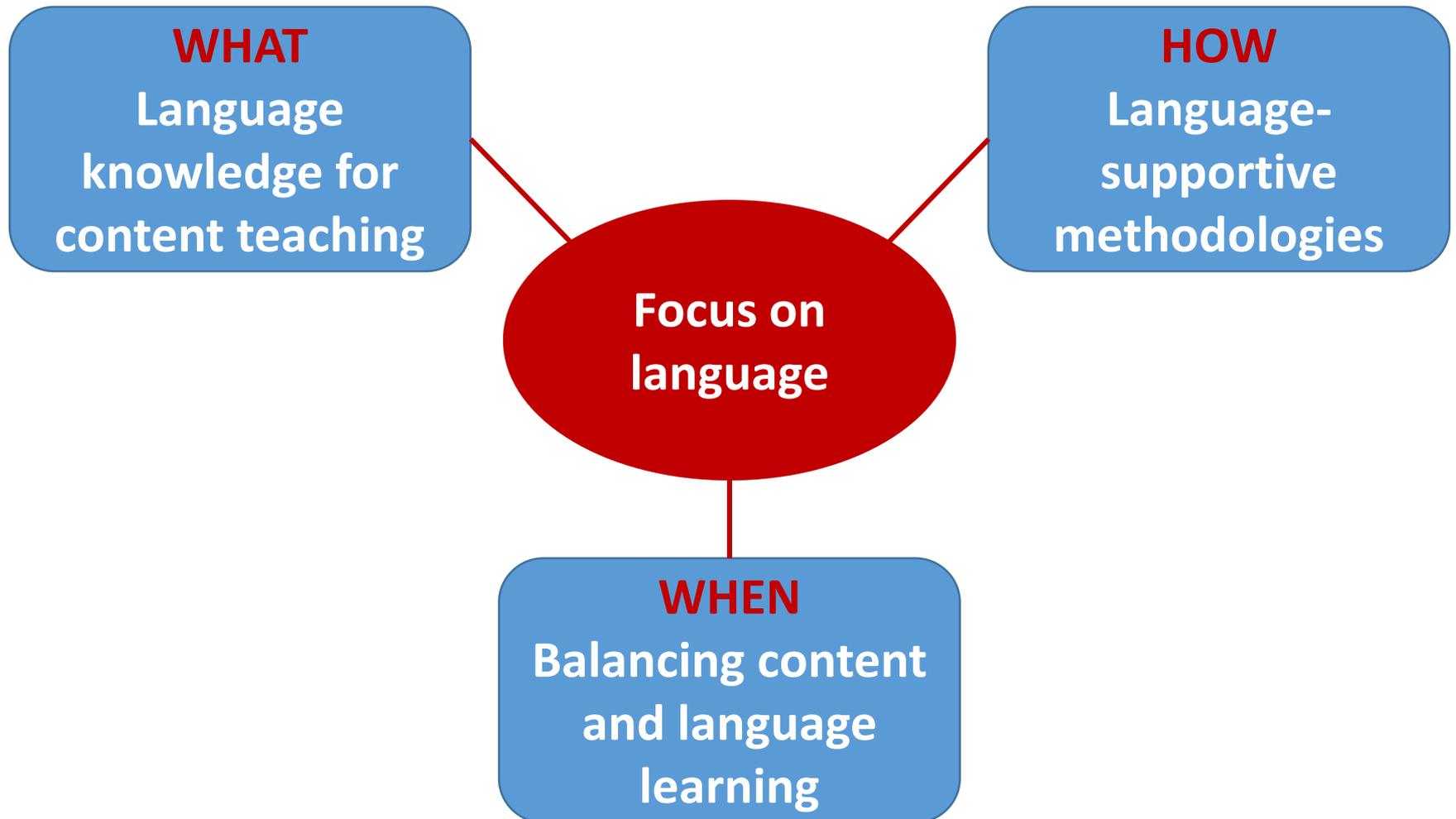
## INTEGRATION

'content-cognition-communication-culture'

- expert talk
- exploratory talk
- critical talk

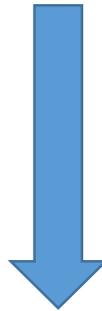
# REFLECTION: THE TASK OF INTEGRATED TEACHING

Deciding **WHAT** aspect of language to focus on, **HOW** and **WHEN**



# REFLECTION: CONTRIBUTION OF CLIL TO EAL

- CLIL forces us to think about:
  - What opportunities for language learning does a content lesson offer that a language lesson may not?
  - How might content learning benefit from a focus on language learning?
  - What (understanding of) grammar do students need to become a scientist/historian/etc?



Towards greater integration  
Subject specific literacies and language competencies  
What do they look like for different age groups?  
How do we teach them?

# REFLECTION: CONTRIBUTION OF CLIL TO EAL

- CLIL forces us to think about:
  - The close connection between language and content knowledge and skill development (subject-specific language competencies)
  - Multilingual approaches as to subject-specific literacies



Thank you!

Questions?

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