



CONTENT & LANGUAGE INTEGRATED LEARNING: UNITING RESEARCH WITH TEACHER DEVELOPMENT

OUTLINE

Background Information

- Terminology
- Theoretical standpoints
- Context

CLIL experimentations and teacher development activities

- CLIL project I
- CLIL Project II

WHAT IS CLIL ? (I)

- Content and Language Integrated Learning (CLIL)
- CLIL uses a language other than the learners' L1 to teach a school subject.

WHAT IS CLIL ? (2)

- CLIL has a dual focus:
 - developing language skills
 - building disciplinary content knowledge

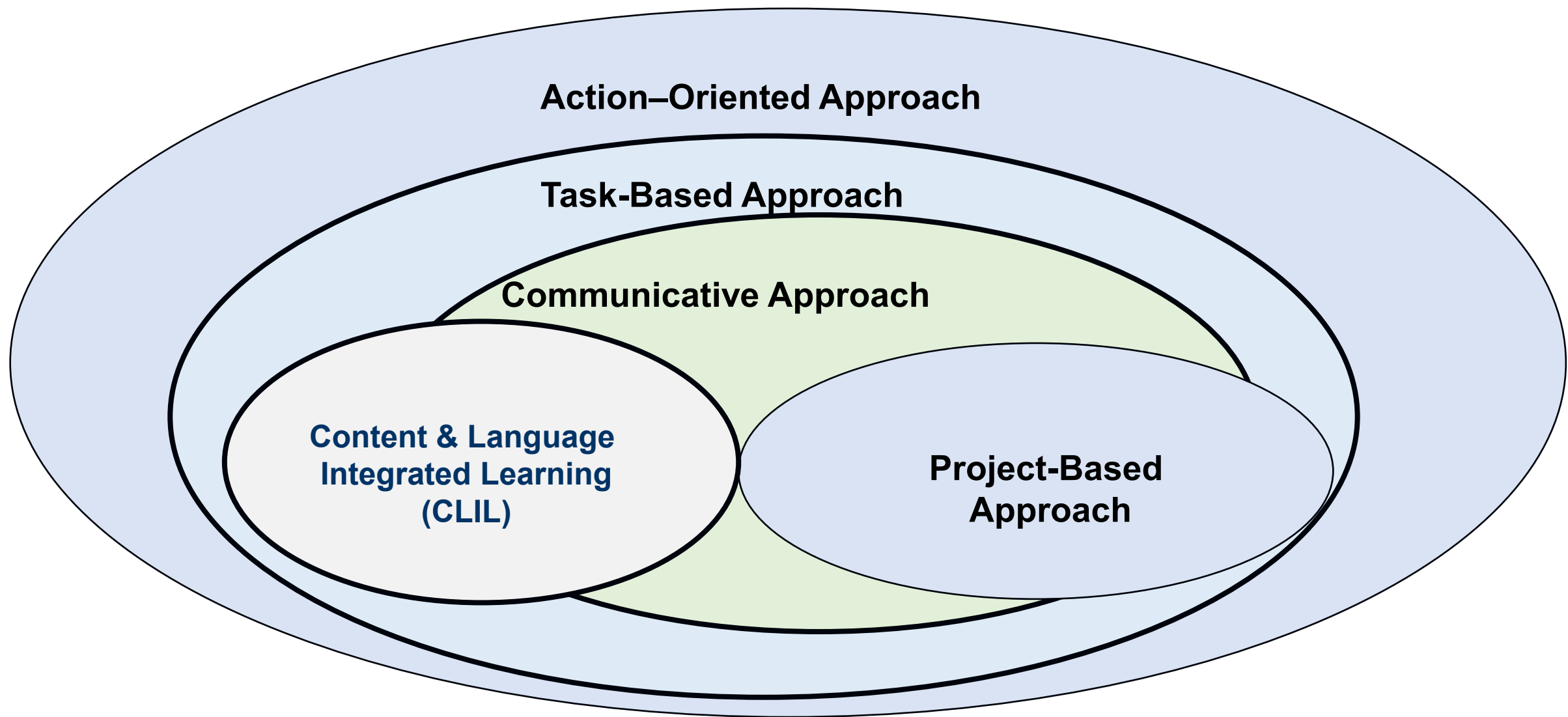
THEORETICAL STANDPOINTS

CLIL AS A COMPETENCY-BASED APPROACH

□ In accordance with the Common European Framework of Reference for Languages (CEFR).

- The other CB approaches:
- Communicative Language Teaching
 - Action-oriented approach
 - Task-based teaching
 - Project- based approach

Competency-Based Teaching



THEORETICAL STANDPOINTS

Key features of
competency-based
approaches to language
learning (I)

- ❑ Learning for successful functioning in society
- ❑ Skills learners can transfer and use in different contexts
- ❑ Task-based
- ❑ Tasks are not exclusively language related

THEORETICAL STANDPOINTS

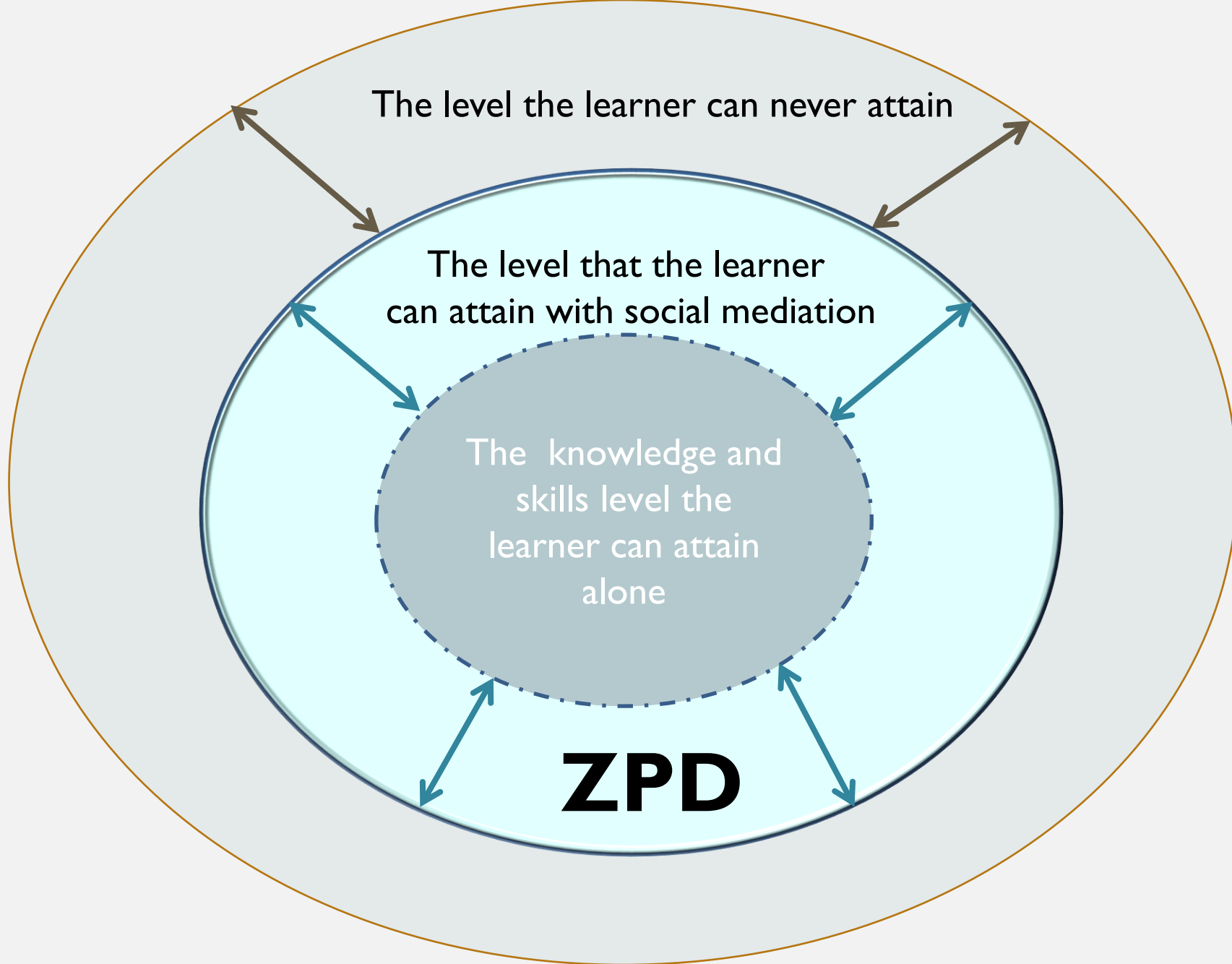
Key features of
competency-based
approaches to language
learning (2)

- ❑ Use of learner strategies and cognitive skills
- ❑ Experiential learning
- ❑ Authentic learning settings

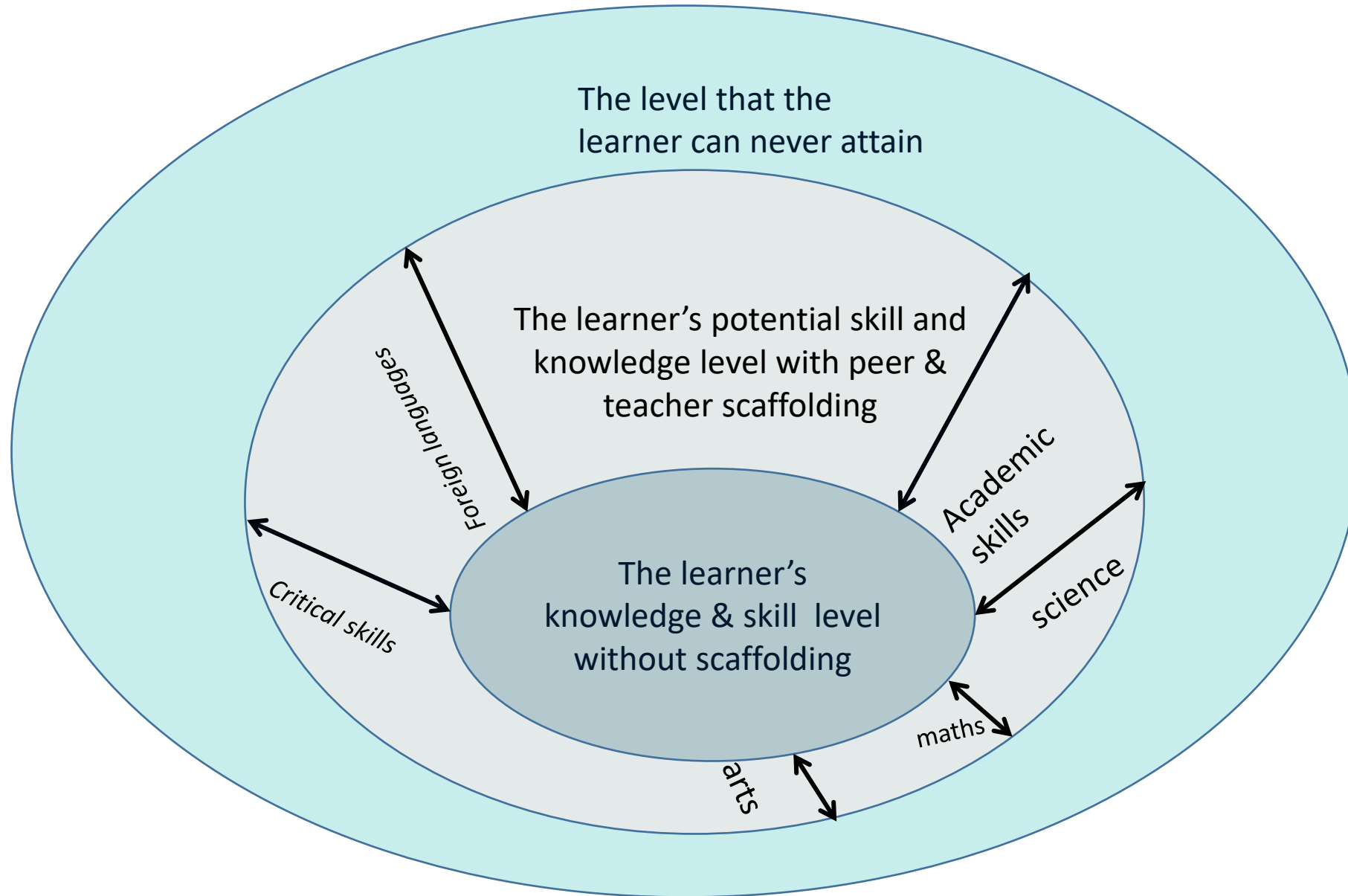
THEORETICAL STANDPOINTS

Socio-cultural theory of
learning

- Knowledge is constructed through:
 - interaction with others
 - the use of social artefacts(ZPD: optimal cognitive and competence development through social mediation)



A Schematic representation of the notion of Zone of Proximal Development (ZPD) in an educational context



A Schematic representation of the notion of Zone of Proximal Development (ZPD) in an educational context (Gabillon & Ailincăi 2016).

CONTEXT

French Polynesia



French Polynesian Educational Context



- Overseas territory of France
- Official Language: French
- French as a medium of instruction
- French national curriculum
- Home language : Tahitian and other local languages

CLIL PROJECTS

CLIL STUDY I

Is CLIL possible with
beginner level Learners?

Are there any observable
differences between a CLIL
science lesson (L2/English)
and a regular science lesson
(L1/French)?

CLIL STUDY I

- Duration of the study 2011-2013
- Setting: two public elementary schools in French Polynesia (Tahiti)
- 9-10 year old elementary school children

- Two primary school teachers and two researchers
- 10-11 participant learners in each experiment groups (total of 44 children)
- 25 to 30-minute science lessons using CLIL (in English)



CLIL STUDY I

TEACHER DEVELOPMENT & RESEARCH

Role of the class teacher

- Suggesting topics to teach,
- planning, implementing lessons in cooperation with the researchers
- Giving information about the learners (prior knowledge on the topic/content, level etc.)
- Making suggestions on the implementations
- Evaluating learning outcomes

Role of the researcher

- Working in cooperation with the class teacher.
- Suggesting modifications in accordance with the CLIL principles and the results obtained from the implementations
- Organizing discussions and guiding lesson planning in accordance with the theoretical standpoints
- Analyzing classroom interactions using research techniques and instruments

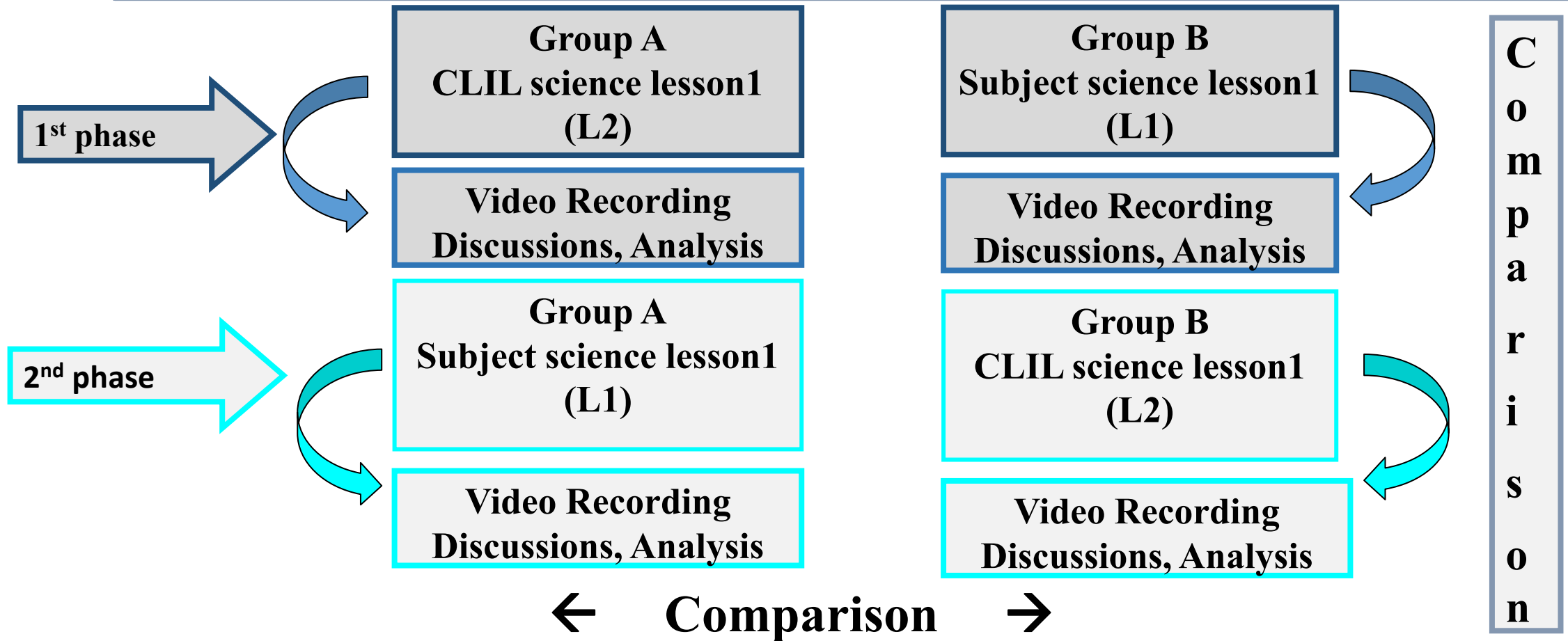
CLIL (SCIENCE LESSON)

- A science experiment of solubility of substances in water
 - Learners' task:
 - Experimenting & observing
 - Deciding if the substances are soluble or insoluble
 - Describing the liquid obtained (color & aspect)

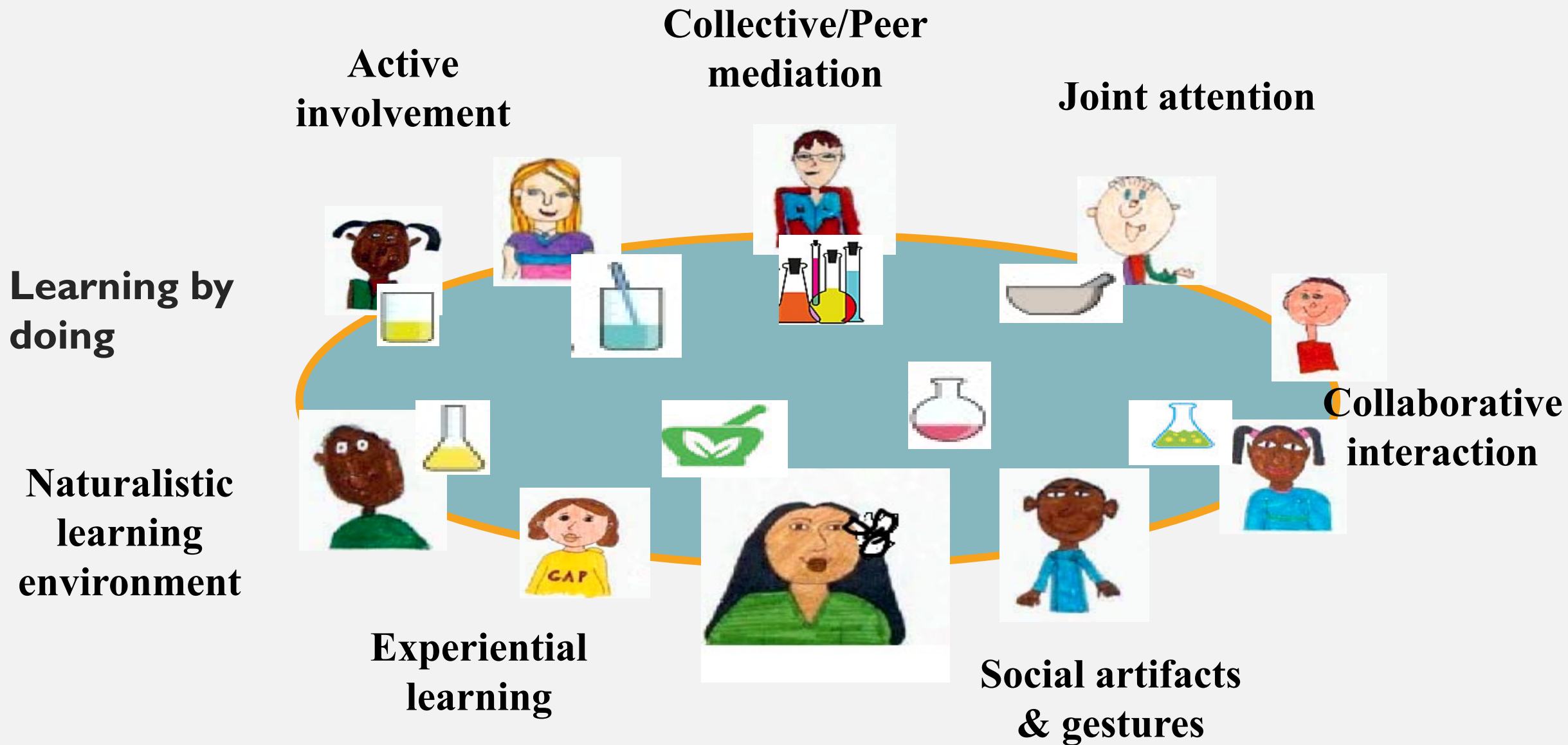
Research Instruments & Analysis



CLIL: A science lesson with beginner level young EFL learners



Socially Mediated Activity Design



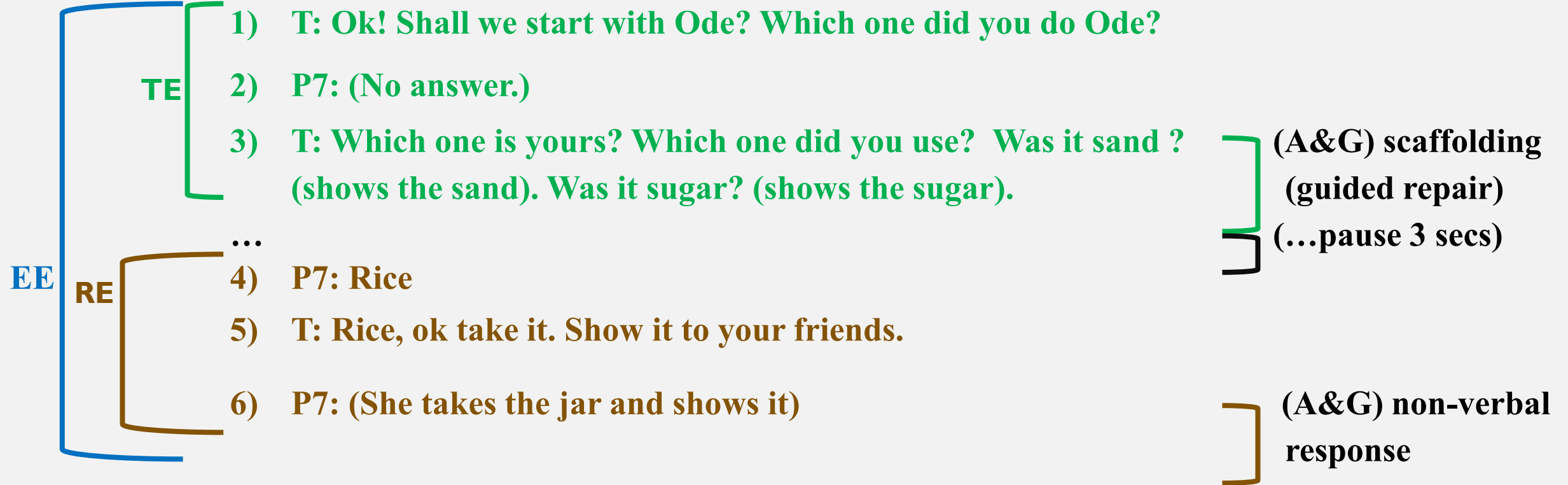
CLIL STUDY I RESULTS

- ❑ Efficient use of CLIL with young beginner level EFL learners
- ❑ Necessitates the use of language simplifications and extra-linguistic context
- ❑ 90% L2 use
- ❑ Successful acquisition of content knowledge

(Gabillon & Ailincăi 2013,2015, 2016)

Extract 1

Truncated-Re-launched-Extended Exchange (T-R-EE)



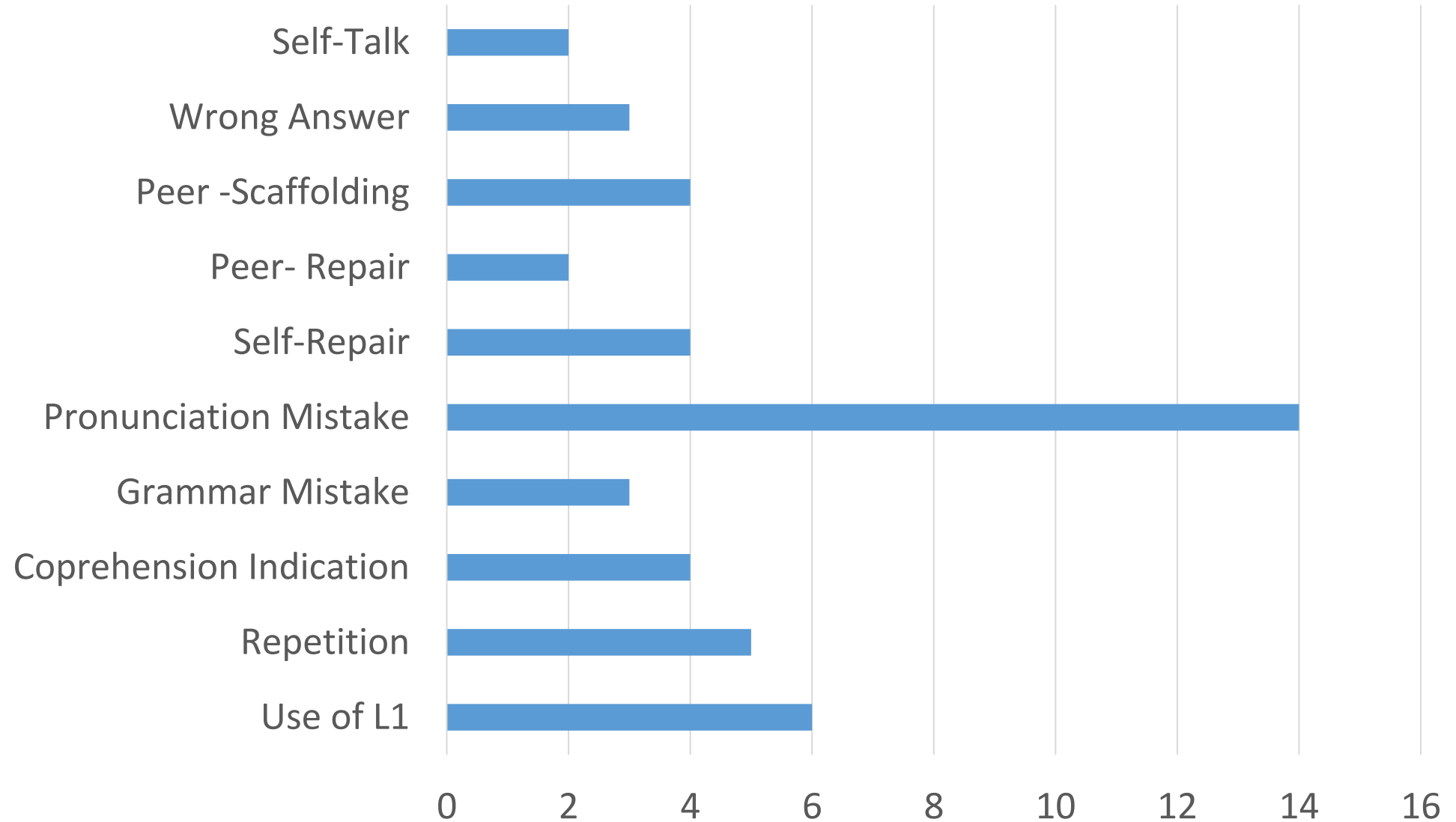
Note. T=Teacher, P7=Pupil 7,

TE=Truncated Exchange, **RE**=Re-Launched Exchange, **EE**= Extended Exchange, **A&G**= the use of artefacts & gestures.

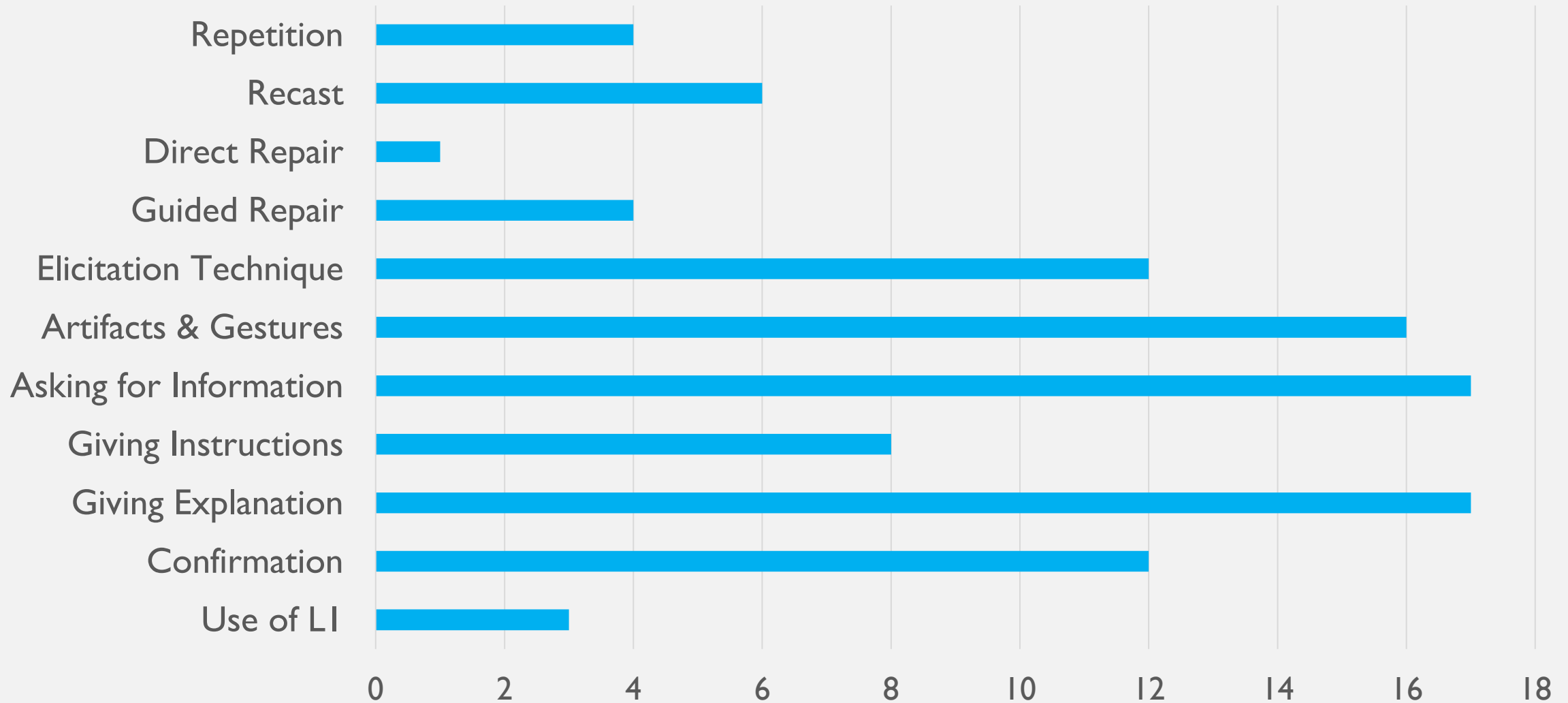
Categories Used for Analysis

Scaffolding techniques used by the teacher (CLIL)	Scaffolding techniques used by the teacher (subject lesson)	Types of interaction used by the learners (CLIL)	Types of interaction used by the learners (subject lesson)
Use of L1		Use of L1	Giving explanations
Confirmation	Confirmation	Confirmation	Confirmation
Giving explanations	Giving explanations	Self-talk	
Giving instructions	Giving instructions	Language errors	
Asking for information	Asking for information	Indication of comprehension	Indication of comprehension
Use of extra-linguistic elements	Use of extra-linguistic elements	Use of extra-linguistic elements	Use of extra-linguistic elements
Elicitation	Elicitation	Peer-scaffolding	Peer-scaffolding
Guided correction	Guided correction	Peer-correction	Peer-correction
Direct correction	Direct correction	Self-correction	Self-correction
Recast		No response	No response
Repetitions		Wrong answer	Wrong answer
		Repetitions	

CLIL 1: Types and frequency of learner interactions



CLIL lesson 1: Different scaffolding techniques used by the teacher



SECOND CLIL PROJECT (2015)

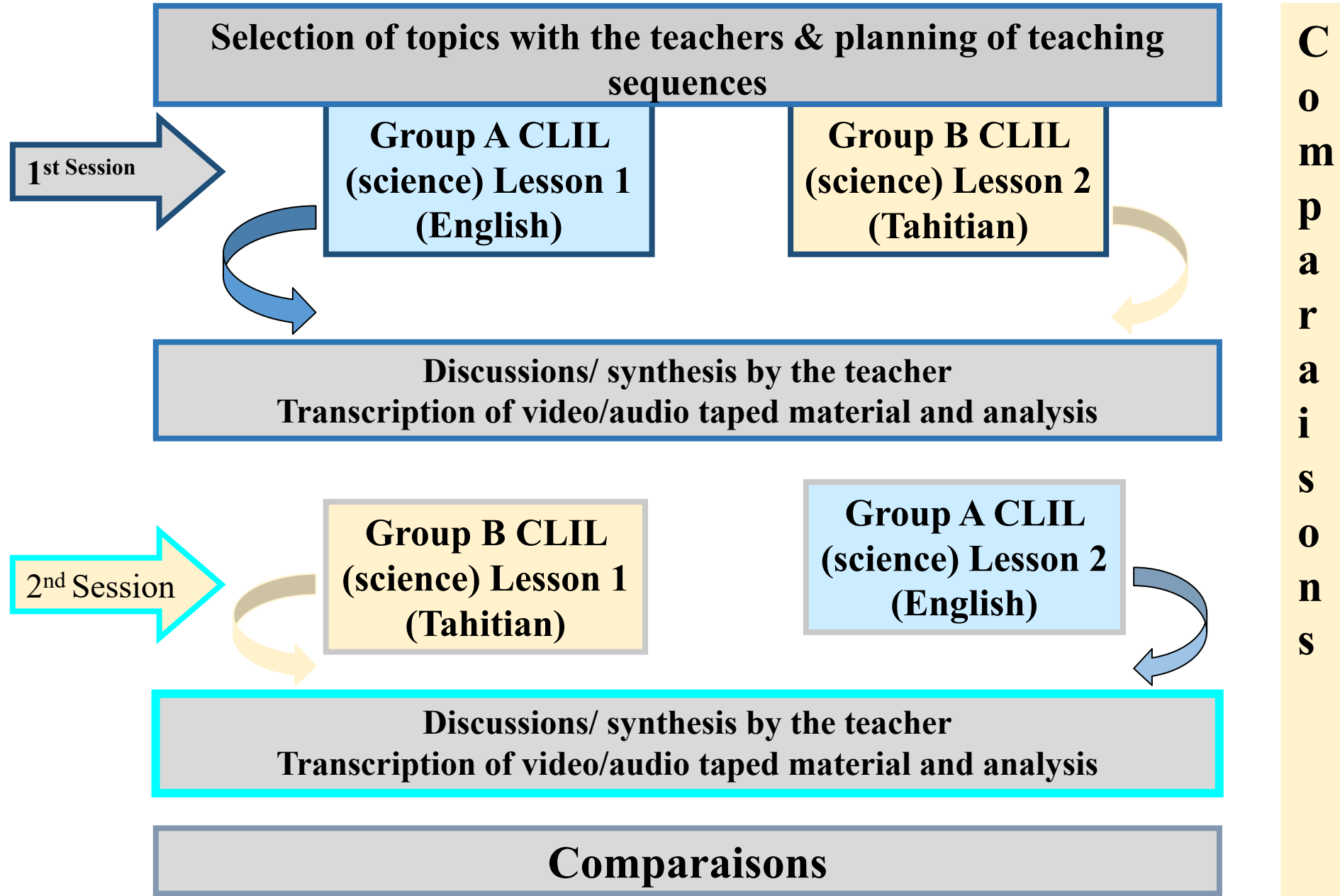
CLIL STUDY II

(GABILLON & AILINCAI, 2016)

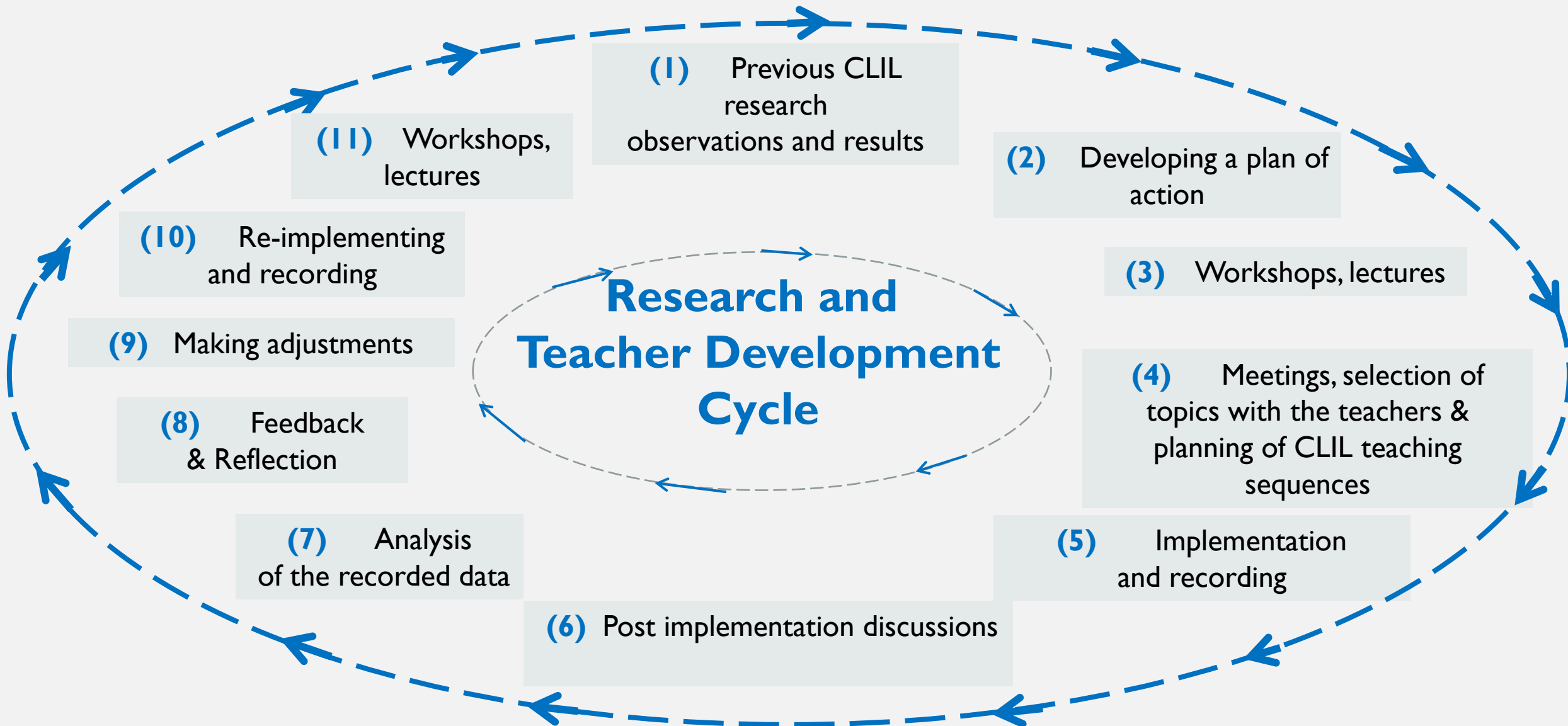
- CLIL project Maahea Nui 2015 (ongoing project)
- Setting: public elementary school Maahea Nui in French Polynesia (Tahiti)
- Aim: to discover effective ways of teaching CLIL with beginner level young learners and to train school teachers
- 7-8 year-old elementary school children

- Two primary school teachers and two researchers
- 12-13 learners in each experiment groups (total of 49 students)
- 15 to 20-minute CLIL lessons (science and math)
- 5 video recorded lessons (2 lessons in Tahitian and 3 lessons in English)

Plan of the experimental CLIL study



CLIL Research & TD Cycle



FUTURE CLIL PROJECTS

THANKS

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