

CLIL in a whole school approach for any subject, any student, any language

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CLIL Connect
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Projecten Vrijwilligers

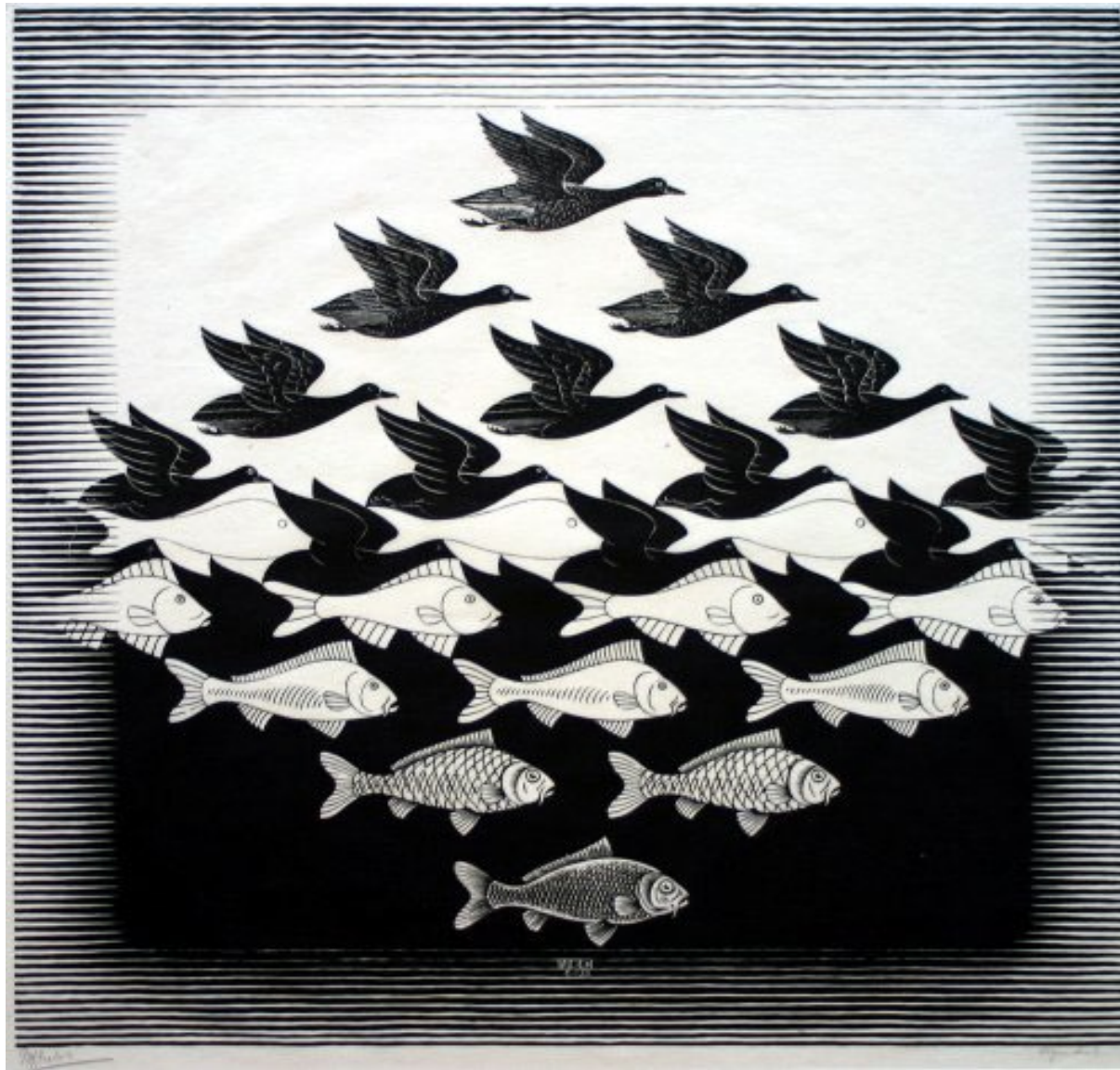
Subject language

- Vruchtbaarheid
- Ovulatie/eisprong
- Rolpatroon
- Genderneutraal

Academic language

- Afnemen
- Onderscheid
- Plaatsvinden
- Groepsdruk



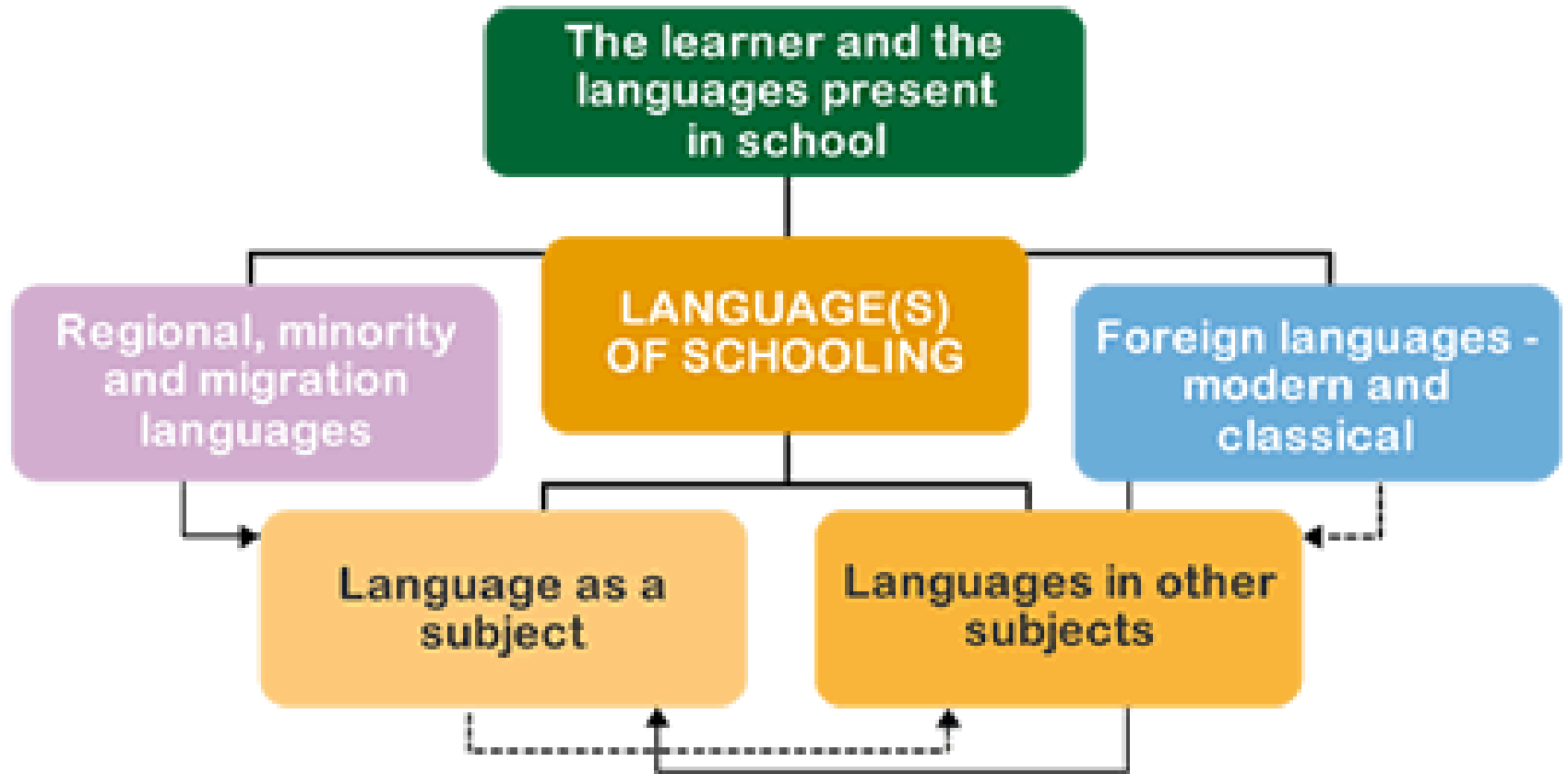


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Source: Escher



Languages in Education



Languages in Dutch Secondary education

- Dutch as language of instruction and communication
- English mandatory subject
- French/German/Spanish in junior high, electives in senior
- Some schools offer Arabic, Turkish, Russian, Italian, ...
- Little attention for home/heritage languages in learning

- 20% of secondary schools offer a bilingual program:
 - 50% of all subjects in English
 - International orientation and intercultural citizenship



Some concepts

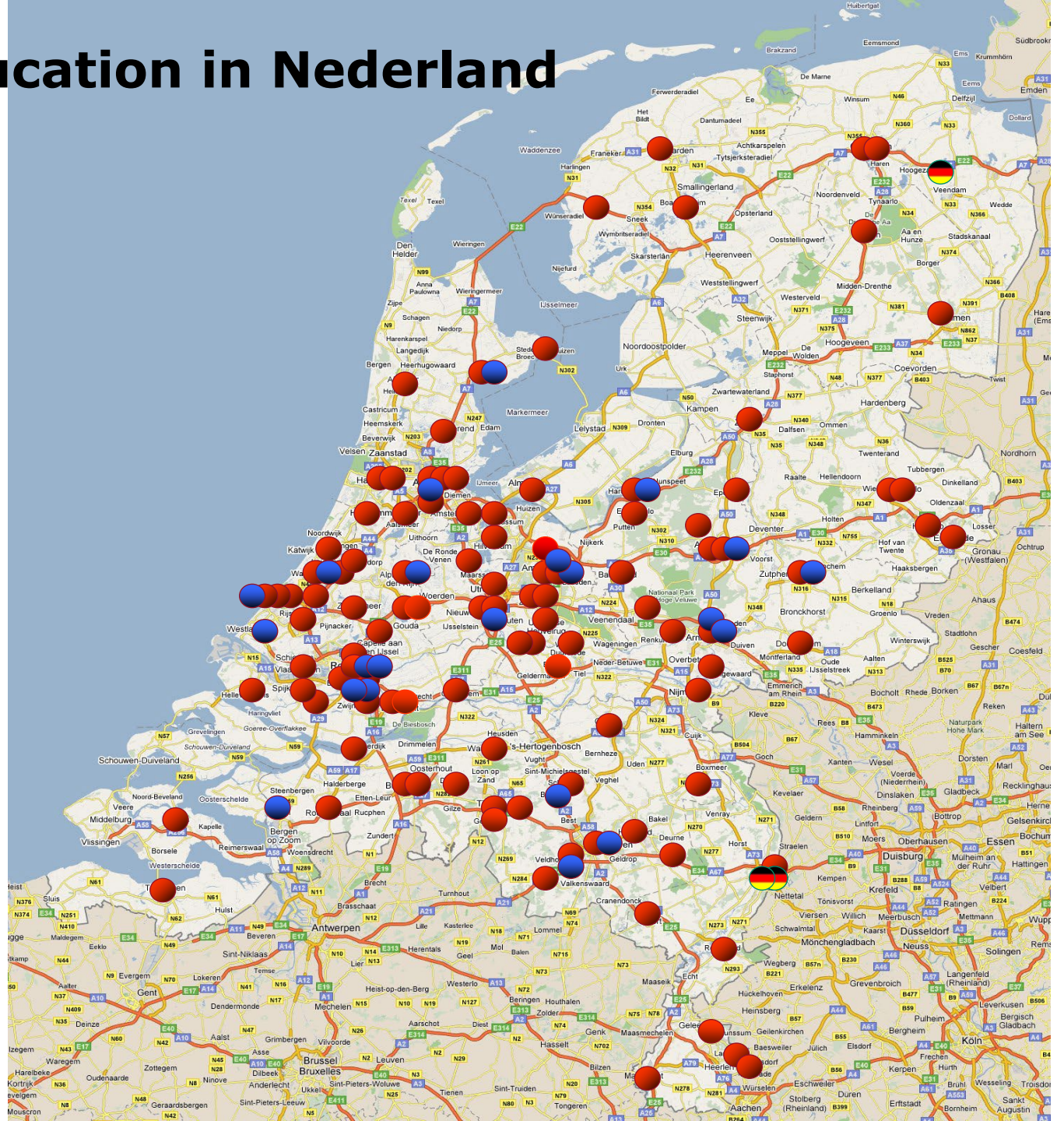
- Bilingual education:
organizational approach
- Content and Language Integrated Learning:
pedagogical approach
- Language-focused content teaching:
whole-school approach

- Principles:
 - We teach/learn any content/subject through language
 - We need/develop language for/through content learning
 - Relevant in any language: L1, L2, Lx?



Bilingual education in Nederland

150/700 schools



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Dutch bilingual education Standard: certified membership of schools' network

- Curriculum program:
 - 50% in English
- Subject outcomes:
 - No compromise on level
- Language proficiency:
 - English > standard
 - Dutch = standard
- CLIL pedagogy:
 - Integration, activation
- International orientation:
 - (online) collaboration
 - Intercultural citizenship

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Quality procedure

- Schools adhere to the standard
- Become candidate network member
- Network quality visit every five years:
 - Self-evaluation
 - Lesson observations
 - Interviews
 - Document study
- Active membership
 - Collaboration among member schools
 - Teacher professional development programs
 - Whole school approach development

Content and language integrated learning

“CLIL is a dual-focused educational approach in which an **additional language** is used for the learning and teaching of both **content and language.**”



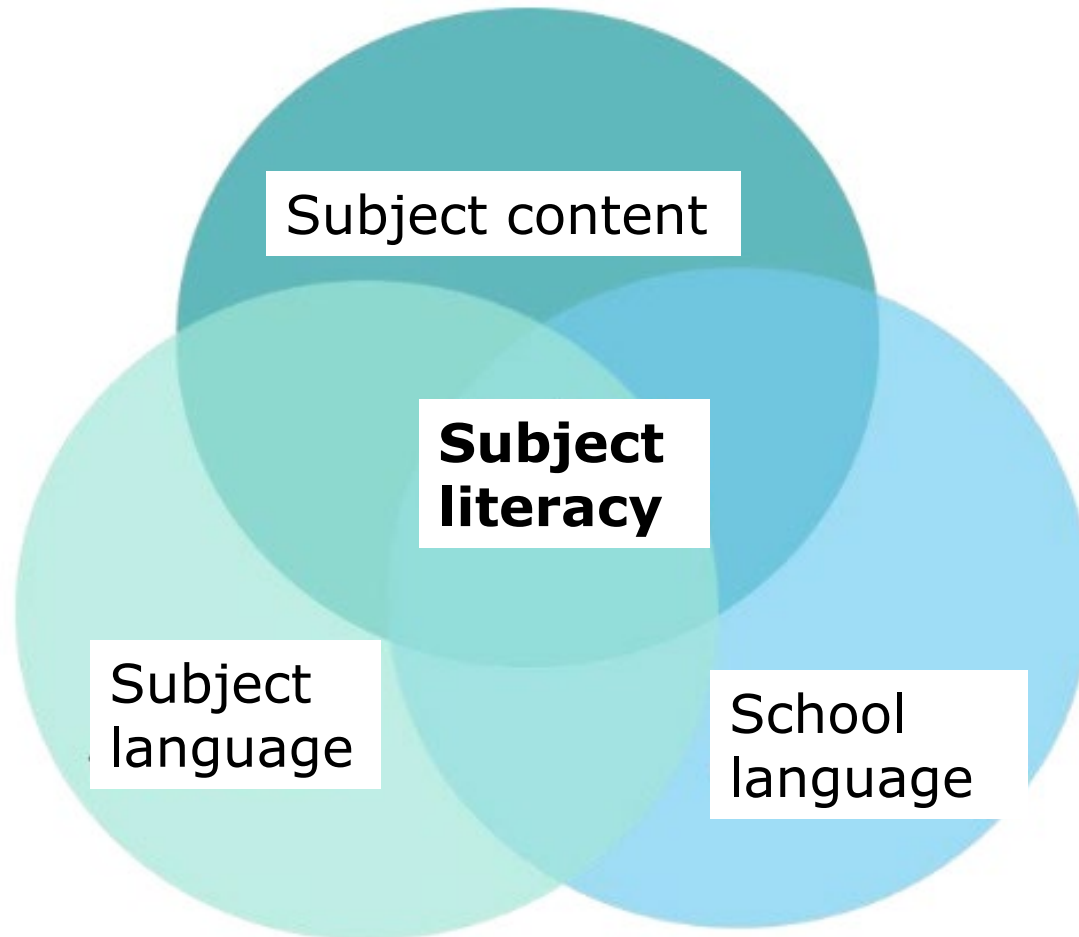
Content perspective

“CLIL is a dual-focused educational approach in which an **additional language** is used for the learning and teaching of both **content and language.**”

“CLIL is a dual-focused educational approach with an **additional focus** on language for the learning and teaching of **content**, which also supports **language** learning.”



Role of language in subject learning?



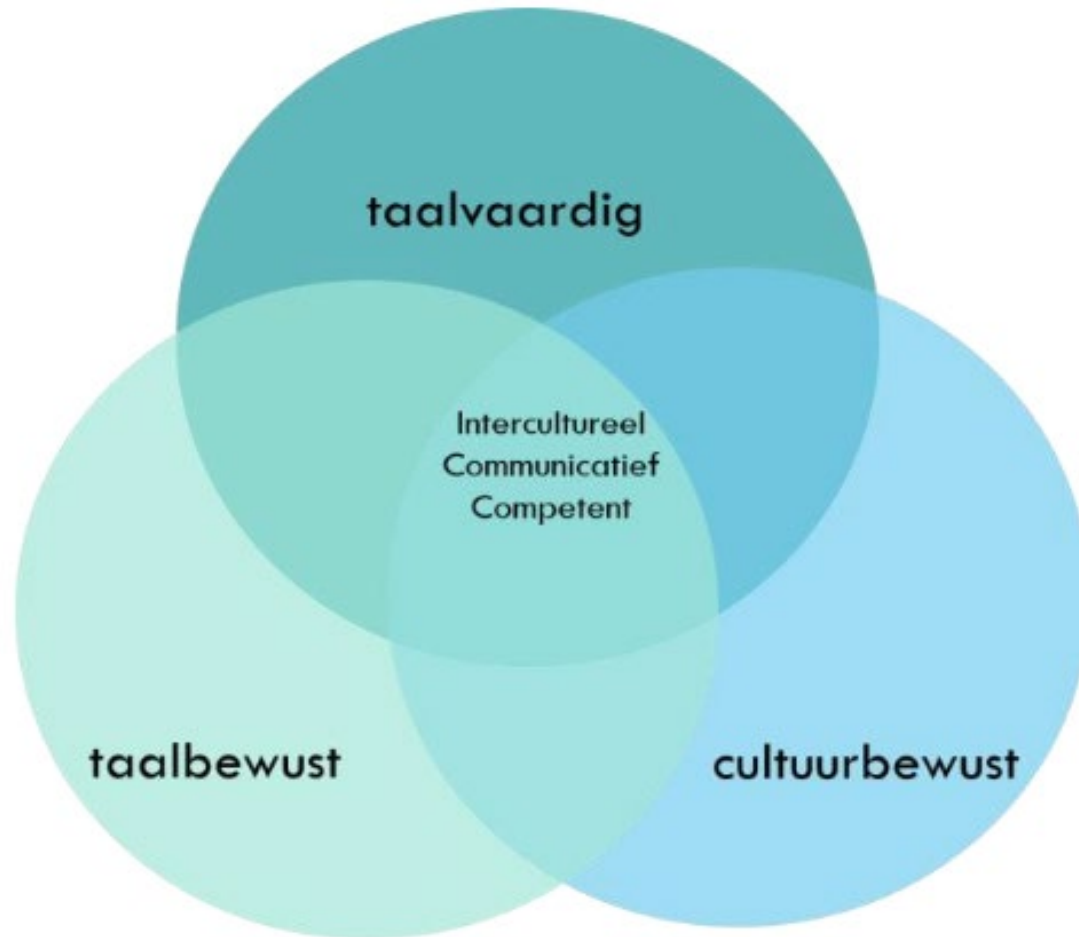
Language perspective

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Domain proposals for Language curriculum in NL



Source:
Visie
Meesterschapsteams
MVT en NL, 2018



CLIL or 'just good teaching'?

Elements for effective CLIL (I):

- Identify the **concepts, processes and skills** learners need to learn the subject content.
- Identify the **language** requirements of the **subject**.
- Identify opportunities for developing **cross-cultural understanding** in the subject.
- Identify the **thinking skills** learners need to develop.
- Set relevant content and language **goals**.



CLIL or 'just good teaching'?

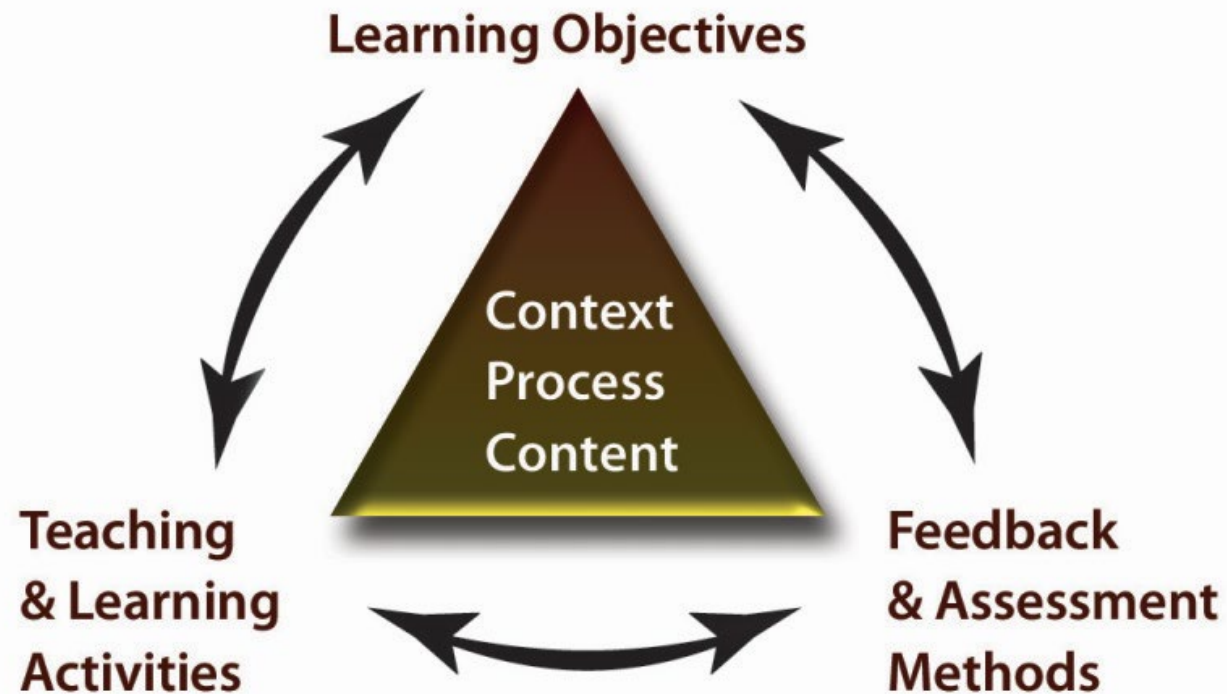
Elements for effective CLIL (II):

- Connect to **prior** knowledge
- Select **resources** to support learning
- Adapt and sequence resources, teaching and learning **activities**
- Support & stimulate learners' **understanding**
- Support learners' active **participation and production**
- Support learners' **progress**
- **Evaluate** teaching and learning



Constructive alignment

(Biggs, 1996)



CLIL in history teaching: practices

Oattes, Wilschut, de Graaff, Fukkink & Oostdam

- focus on history content through language?
focus on language in history content?
- observation & analysis of 40 CLIL history lessons and 20 regular history lessons (gr. 7 and 9)
 - 8 teachers in parallel CLIL and regular lessons
 - 3 raters for content, 3 raters for language
- analysis
 - comparison between teacher-student interaction
 - comparison between teaching in L2 and L1
 - comparison on history content knowledge between CLIL and regular students



History lesson *language analysis*

Focus on language-pedagogical core issues?

Do teachers facilitate:

- exposure to input
- meaning-focused processing
- form-focused processing
- opportunities for output & interaction
- use & development of communication strategies

(de Graaff et al., 2007; based on Long's 10 methodological principles for effective L2 teaching)



Language focus in CLIL history

- exposure to input 3.58
 - meaning-focused processing 3.35
 - form-focused processing 0.74
 - output & interaction 2.67
 - communication strategies 0.26
-
- example 1: focus on meaning + output
 - example 2: input + focus on meaning + output
 - example 3: input + focus on form
 - example 4: focus on form + output



History lesson *content* analysis

Focus on subject-pedagogical core issues:

Teacher pays attention to:

- explicit content learning goals
- development of core concepts
- opinions, perspectives, evaluations
- chronology and context
- human acting
- historical reasoning

No main differences between teaching in L1 and L2



History knowledge test

History Knowledge Test = 40 identical MCQs (Part A and Part B)

	Mainstream		Bilingual Education	
Grade 7	A - 20 Dutch	B - 20 Dutch	A - 20 English	B - 20 Dutch
Grade 9	A - 20 Dutch	B - 20 Dutch	A - 20 English	B - 20 Dutch



History knowledge test results

	Mainstream		Bilingual Education	
Grade 7	A 20 Dutch M 12.35 SD (2.40)	B 20 Dutch M 11.43 SD (3.18)	A 20 English M 10.74 SD. (2.38)	B 20 Dutch M 11.09 SD (2.71)
Grade 9	A 20 Dutch M 11.35 SD (2.76)	B 20 Dutch M. 11.69 SD (2.88)	A 20 English M 11.75 SD (2.51)	B 20 Dutch M. 12.44 SD (2.72)



Whole school approach: Language focused content teaching

What about the role of languages in all other (non-bilingual) programs, where language is core and where multilingualism is common?

Language-focused content teaching (Hajer, 2018; Hajer & Meestringa, 2020) is **content** teaching in which both **content** and **language** goals are explicitly aimed at. Those goals are developed **simultaneously**, by teaching and learning that is '**context-rich, interaction-rich and support-rich**'

www.taalgerichtvakonderwijs.nl

www.leoned.nl



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CLIL Quick Scan

(Language-sensitive content teaching. Hajer & Meestringa, 2020)

Context of subject content

Interaction

Language support



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CLIL Quick Scan

(Language-sensitive content teaching. Hajer & Meestringa, 2020)

Context and subject content

- I link subject content to prior knowledge and experiences.
- I pay attention to lesson objectives.
- I am attentive to core concepts.
- I pay attention to subject's own working and thinking methods.
- I encourage pupils to actively engage with subject content.

Interaction

Language support





CLIL Quick Scan

(Language-sensitive content teaching. Hajer & Meestringa, 2020)

Context and subject content

Interaction

- I ask different types of questions.
- I let students speak often.
- I provide support in carrying out assignments.
- I pay attention to goals and process during debriefing.
- I allow students to learn collaboratively.

Language support



CLIL Quick Scan

(Language-sensitive content teaching. Hajer & Meestringa, 2020)

Context and subject content

Interaction

Language support

- I make subject language goals explicit.
- I use understandable language.
- I provide feedback on professional/academic language use.
- I provide language goals and directions on subject tasks.
- I provide language support with subject tasks.
- I provide (individual) support with language needs.





Code	Concept-context	Dat doe ik			Voorbeeld*
		altijd	soms	nooit	
	Context				
C1	• ik plaats de lesstof in een herkenbaar kader				
C2	• ik geef voorbeelden				
C3	• ik vraag voorbeelden				
C4	• ik nodig leerlingen uit context aan te brengen				
	Core concepts				
C5	• ik expliciteer de kernbegrippen				
C6	• ik schrijf de kernbegrippen op het bord				
C7	• ik laat de kernbegrippen opschrijven				
C8	• ik vraag verwoording kernbegrippen				
C9	• ik leg relaties tussen kernbegrippen uit				
C10	• ik stimuleer betekenisonderhandeling over kernbegrippen				
	Thinking skills				
C11	• ik toon werk/denkwijze (hardop denken)				
C12	• ik geef uitleg over werk/denkwijze				
C13	• ik vraag naar werk/denkwijze				
C14	• ik stimuleer verwoording oplossingen of uitleg antwoorden				
C15	• ik stimuleer vakinhoudelijke vragen				
	Content and language goals				
C16	• ik formuleer expliciet de vakinhoudelijke doelen (aan het begin van de les)				
C17	• ik evalueer de vakinhoudelijke doelen (aan het eind van de les)				
C18	• ik vat de geleerde vakinhouden samen				



Code	Interaction	Dat doe ik			Voorbeeld*
		altijd	soms	nooit	
	Asking rich questions				
I1	• ik stel verschillende soorten vragen (beschrijvend, ordenend, verklarend, evaluerend)				
I2	• ik stel open vragen				
I3	• ik stel echte vragen				
I4	• ik vraag door				
I5	• ik bevorder dat leerlingen elkaar vragen stellen				
	Generating rich answers				
I6	• ik speel vragen en antwoorden door				
I7	• ik verdeel beurten				
I8	• ik geef de leerlingen tijd				
I9	• ik luister met aandacht				
	Giving clear instructions				
I10	• ik leg doelen uit				
I11	• ik geef aan wat leerlingen moeten doen bij een taak				
I12	• ik geef aan hoe de leerlingen de taak moeten uitvoeren				
	Interactive task performance				
I13	• ik geef leerlingen tijd om op gang te komen				
I14	• ik vraag naar voortgang				
I15	• ik nodig uit tot vragen stellen				
I16	• ik bied ondersteuning aan				
I17	• ik bewaak tijd en organisatie				
	Feedback on learning outcomes				
I18	• ik koppel terug naar de doelen				
I19	• ik evalueer het proces				
I20	• ik inventariseer uitkomsten				





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Code	Scaffolding	Dat doe ik			Voorbeeld*
		altijd	soms	nooit	
Setting language goals					
T1	• ik expliciteer de taaldoelen (aan het begin van de les)				
T2	• ik besteed aandacht aan de taaldoelen (tijdens de les)				
T3	• ik evalueer de taaldoelen (aan het eind van de les)				
Clear instructions					
T4	• ik spreek rustig en articuleer duidelijk				
T5	• ik pas taalgebruik aan de leerling aan (kortere zinnen, woorden uitleggen, klemtonen leggen, etc.)				
T6	• ik besteed aandacht aan moeilijke woorden				
T7	• ik geef aanwijzingen bij het lezen van teksten				
T8	• ik controleer eigen begripbaarheid				
T9	• ik controleer of leerlingen tekstmateriaal begrijpen				
T10	• ik geef visuele ondersteuning op bord, papier of via audiovisuele middelen (schema, plaatjes, film, etc.)				
Feedback on language use					
T11	• ik geef corrigerende en expliciete feedback op de taaluitingen van leerlingen				
T12	• ik herhaal goede taaluitingen van leerlingen				
T13	• ik help leerlingen formuleren				
T14	• ik herformuleer de taaluitingen van leerlingen				
T15	• ik geef voorbeelden van het beoogde taalgebruik				
supporting language use					
T16	• ik geef hulpmiddelen (woordwebs, woordenlijst, leestips, schrijf/sprekkaders, vragenlijstjes, voorbeeldformuleringen)				
T17	• ik hanteer diverse schriftelijke en mondelinge verwerkingsvormen (taaltaken), zoals lees- en schrijfoopdrachten, rapportages en presentaties				
T18	• ik maak doel en product van de taalkaak duidelijk				
T19	• ik geef uitleg over de aanpak van de taaltaken				
T20	• ik geef aanwijzingen voor de uitvoering van de taaltaken				



Tendency of subject teachers teaching for L2 learners/users

- Diminish the number of difficult words and new concepts
- Simplify texts, shorten texts, using 'light versions' of text books
- Taking over classroom talk
- Become satisfied with facts rather than deepened understanding, lowering expectations
- Limited interaction and writing
- Individualized work in stead of cooperative work

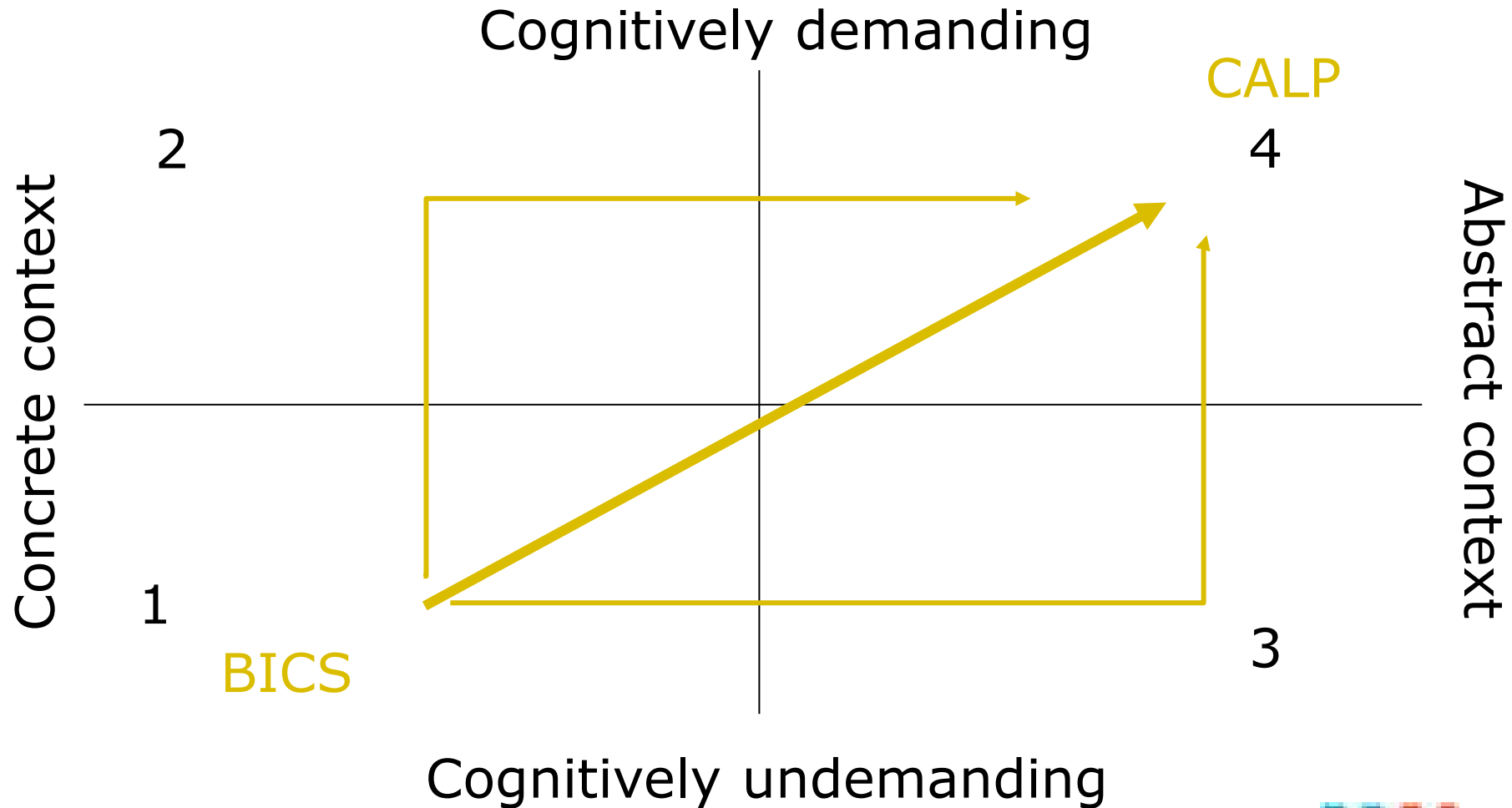
..... a downward spiral

(Hajer & Meestringa, 2020)



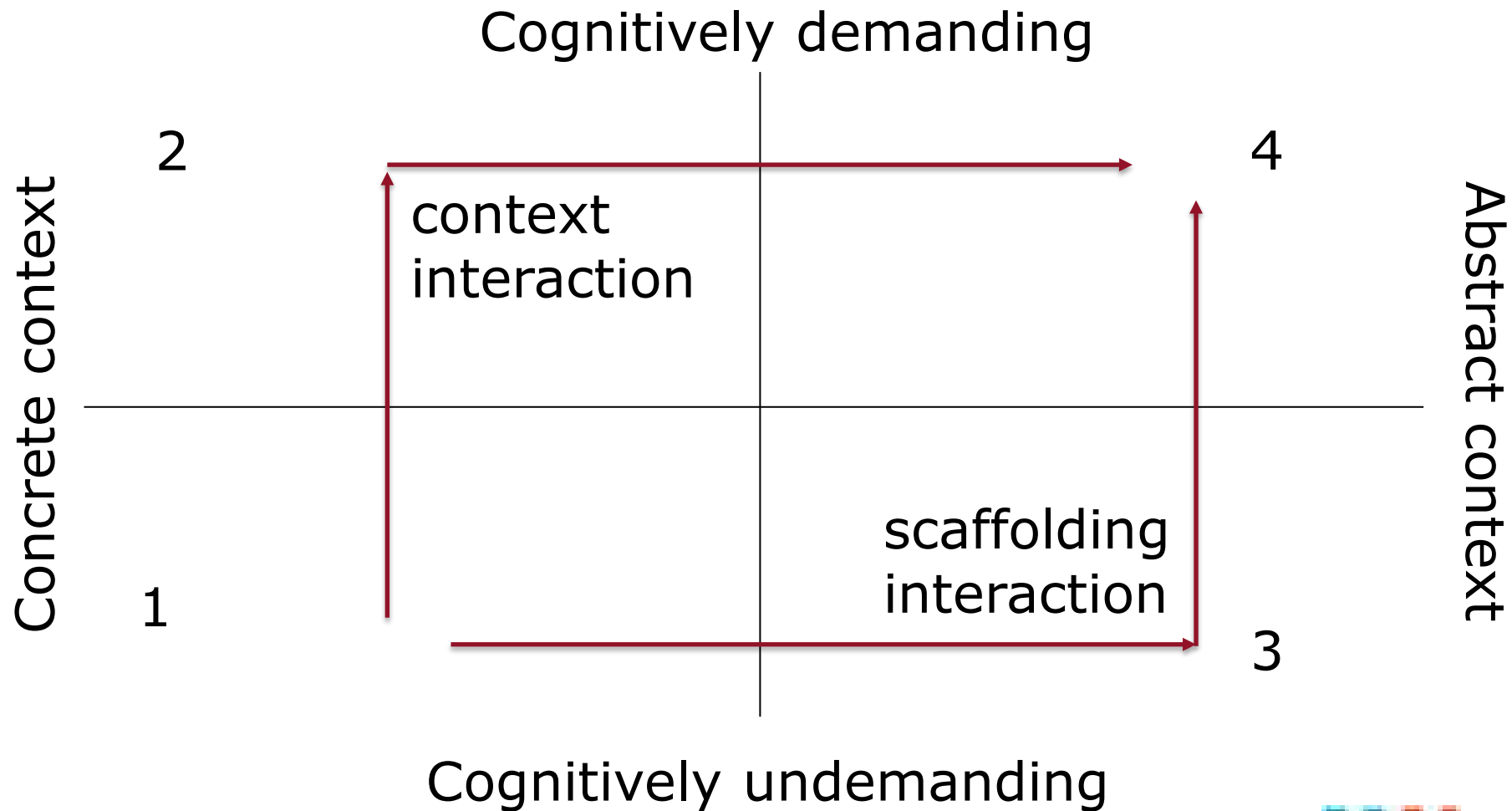
Task complexity in CLIL

(Cummins, 2008; Gibbons, 2009)



Task complexity in CLIL

(Cummins, 2008; Gibbons, 2009)



Translanguaging?

- **multilingualism is evident** in schools:
 - 30 tot 50% of all pupils in NL speaks **a different language at home**, often in combination with DFutch
 - Bovendien leren leerlingen **op school meerdere talen**
- Purposeful **acknowledging, rewarding and applying** multilingual competencies stimulates
 - **(Meta)linguistic competence** (e.g. Frijns & Sierens, 2011; Jonckheere, 2011)
 - **Open mind to language and cultural diversity** (e.g. Hajer & Spee, 2017)
 - **Wellbeing and identity growth** (e.g. Van Avermaet, 2015)
- **But:** common practice mainly **monolingual** (SLO, 2017)





Taalgerichte strategieën voor inclusief Natuur- en Techniekonderwijs

Thema 1: Onderhoud

Slijtage en onderhoud van een fiets en andere gebruiksvoorwerpen





www.rutufoundation.org

Distance Learning: Digital STEM Resources for Multilingual Learners

Welcome to the second part of our series on Free Digital Resources for Multilingual Learners. This time the focus is on **S**cience, **T**echnology, **E**ngineering and **M**athematics (**STEM**) for distance learning.

The Rutu Foundation curated a series of free online resources specifically designed for multilingual learners to support schools, children, and parents in this difficult period. We will be sharing them during the next weeks, so check back often or subscribe to our **newsletter** to make sure you don't miss anything.



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Activiteit	Taalstrategie
Open kringgesprek over ervaringen met kapotte dingen	<i>Interactie bevorderen</i> <i>Meertaligheid inzetten</i>
Groepsgesprek over materialen, slijtage en onderhoud van een fiets	<i>Interactie bevorderen</i> <i>Interactieve scaffolding</i> <i>Meertaligheid inzetten</i>
Gezamenlijk een tekst lezen over ontwerp, onderhoud en hergebruik van fietsen	<i>Interactieve scaffolding door over de inhoud te praten</i> <i>Geplande scaffolding door modeling en stapsgewijs herhaald lezen</i>
Analyse van materialen, slijtage en onderhoud van dagelijkse gebruiksvoorwerpen in kleine groepjes	<i>Interactie bevorderen</i> <i>Interactieve scaffolding bij de groepjes</i> <i>Geplande scaffolding met behulp van schrijfkader</i>





	Dagelijkse woorden en uitdrukkingen (DAT)	Schooltaal en vaktaal (CAT)
Domeinspecifiek	Spullen mooi houden Dingen Rommel, viezigheid De planeet mooi houden Geld Mens Wat het doet, waar het voor is Kapot, oud Ding Uit elkaar halen Tekening Hoe het is gemaakt Ding Maker Maken Balletjes Wielen Invetten Gaat moeilijk	Onderhoudsmaatregel Materialen Afval, Vervuiling Duurzaamheid Kosten Gebruiker Functie Slijtage, versleten, defect Product Demonteren Aanzicht, 'explosie-tekening' Ontwerp Systeem Ontwerper Repareren Kogellager Tandwielen Smeren Wrijving

Erasmus+: www.onestopclil.eu



OSCE project

OSCE involved ▾

OSCE outcomes ▾

OSCE drops

OSCE IST

OSCE citations

OSCE project

With this project we aim for high quality CLIL education. In our 'one stop shop' we will offer a whole school approach that supports

- school leaders
- language and internal quality coordinators
- CLIL, language and other teachers
- initial teacher trainers.

For this purpose, we will develop a harmonised set of texts and tools (cf. OSCE outcomes and drops) with regard to curriculum realisation, didactics and pedagogy and quality assurance. We also intend to offer training for the entire school team, school leaders and language and internal quality coordinators included (cf. in-service training). CLIL support in Europe, as it currently exists, lacks this holistic approach.

We focus on primary and lower secondary schools that are already organising CLIL and looking to optimise their curriculum or schools that are actively planning to offer CLIL courses. However, all texts and tools are applicable for higher secondary education as well. Therefore, we believe the outcomes and support will also be beneficial to lecturers at institutions of higher education offering CLIL teacher training.

Last but not least, we hope our "One Stop CLIL Europe project" will help

- make CLIL more accessible and attractive to pupils and teachers
- improve the motivation of pupils to learn foreign languages and engage in intercultural activities
- improve the motivation of teachers to become involved in CLIL and guarantee a higher quality



Whole school approach:

- Position paper
- Classroom guides
- Quality frameworks
- Questionnaires
- Case studies

OSCE partners

GO! onderwijs van de Vlaamse Gemeenschap, Belgium (coordinator)

Universidad de Jaén, Spain

Hogeschool Utrecht, The Netherlands

Narva College, Tartu Ülikool, Estonia

Académie de Grenoble (France)

And partner schools





CLIL for any subject

- Teaching and learning always through language
- Language-rich and language-sensitive pedagogy in any subject
- Subject-specific language and school/academic language



CLIL for every student

- Language-rich and language sensitive learning is essential for any student
- CLIL not only for the brightest or happy few
- Language matters at every level
- Language is part of identity



CLIL in any language

- CLIL not only about using/learning English L2
- CLIL also for teaching subject in 'L1'
- CLIL means recognizing, rewarding and benefiting from any language
- Multilingual awareness
- All languages matter



Whole school approach:

CLIL in *any* (language) learning setting

- CLIL is not only about bilingual education
- CLIL is language-sensitive, interactive and content-rich education in multilingual and intercultural contexts

with focus on:

- Language and content aims
- Input, output and interaction
- Meaning, function and form
- Context, support and feedback
- Cognitively challenging tasks
- Valuing plurilingual and multicultural identities



Whole school conclusions

Applying CLIL pedagogies in any subject teaching supports subject learning and language learning

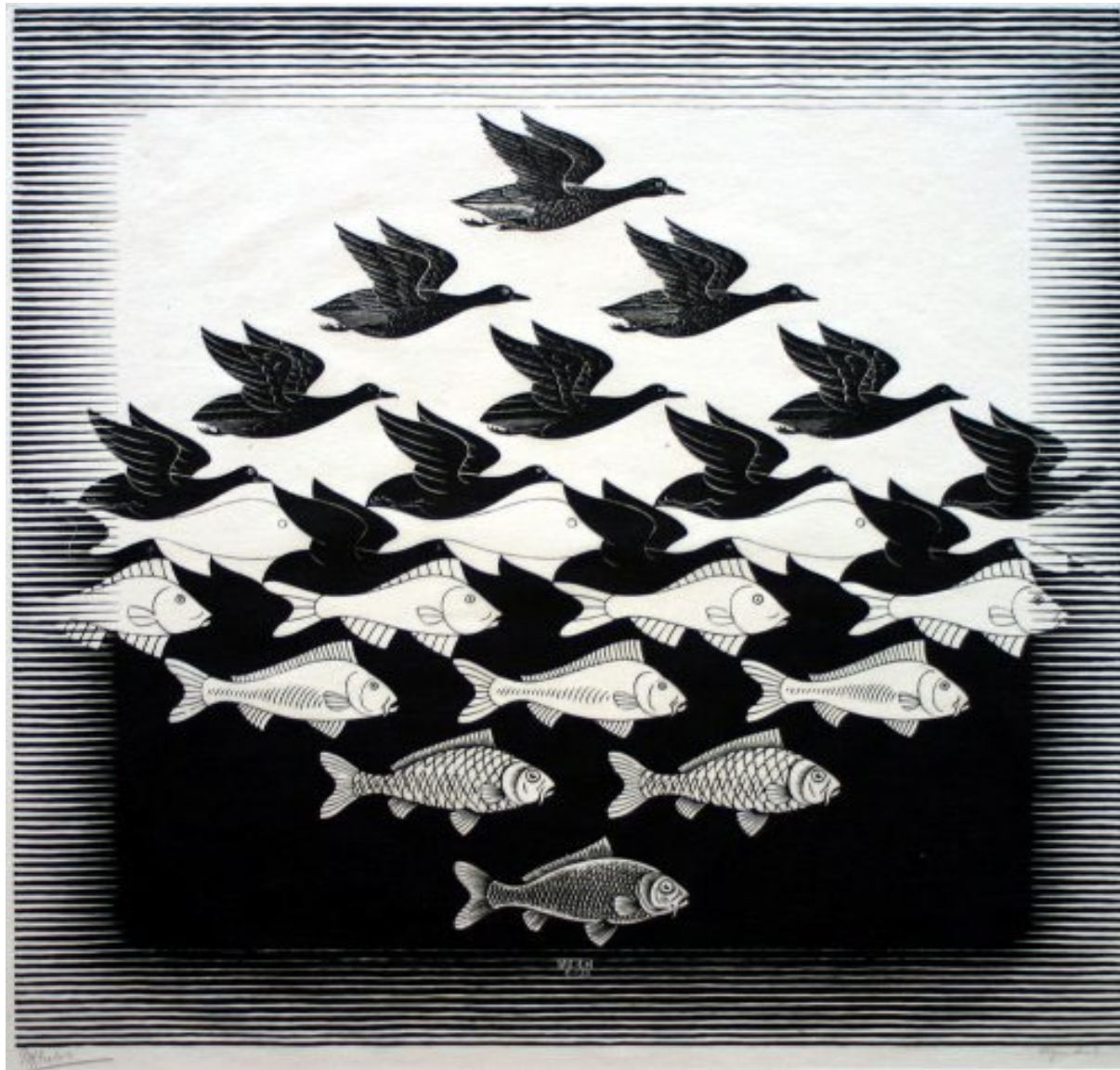
Language-aware subject teaching and content-aware language teaching builds bridges between:

- School subjects and languages
- Subject teachers and language teachers
- CLIL teams and 'regular' teams
- Pupils with a diversity of backgrounds
- Cultural identities



Context, interaction, language support in teacher logbooks

“Overall, as a beginning teacher I was surprised to find that I was already using some effective **language techniques** in the classroom to **encourage** participation and to **scaffold** students through learning. However, I feel that I need to improve my **register** of classroom talk to ensure that I am clearly articulating myself, and **modeling** appropriate speech to my students . . . I still need to practice my oral language techniques in the classroom, to not only ensure maximum student **participation and learning**, but also to ensure that I form an **appropriate model** for student **oral and written** language.” (Love, 2009: 558)



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Source: Escher



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