

Content and Language Integrated Learning



What is CLIL?

Introduced in the mid 1990's, the term **Content and Language Integrated Learning (CLIL)** has recently started to establish itself as an umbrella term for:

any teaching context in which at least part of the instruction is given in another language than the L1 of the learners.



Definition of Good Practice in CLIL

Good practice in CLIL takes place in an educational setting in which significant added value is obtained in the outcome of learning by giving the learner the necessary support to make progress. In order for this to happen, educators must carefully consider the following interconnected dimensions of CLIL provision:

- *The Content Dimension*
- *The Language Dimension*
- *The Integration Dimension*
- *The Learning Dimension*
- *The Environment Dimension*
- *The Culture Dimension*

The Content Dimension

Providing opportunities to study content through different perspectives

Accessing subject-specific target language terminology.

Preparing for future studies and/or working life

The Language Dimension

Improving overall target language competence

Developing oral communication skills

Deepening awareness of both mother tongue and target language

Promoting plurilingual interests and attitudes

Introducing a target language



The Integration Dimension

Optimizing the relationship between content and target language

Individualizing learners' educational needs and goals

Improving team-work and cooperation of families with schools



Learning Dimension

Complementing individual learning strategies

Diversifying methods and forms of classroom practice

Increasing learner motivation



The Environment Dimension

Preparing for internationalism, specifically EU integration

Accessing international certification

Enhancing the school profile



The Culture Dimension

Building intercultural knowledge and understanding

Developing intercultural communication skills

Learning about specific neighbouring countries/regions and/or minority groups

Introducing the wider cultural context



CLIL in The Netherlands

- In principle accessible for all Dutch students
- Dutch Higher General Education / pre-university
- Maximally 50 % is taught in English
- Important focus also on using Dutch

Status of CLIL in The Netherlands

- 99 pre-university schools offer CLIL courses
- 3 schools are preparing themselves for CLIL courses
- 1 school offers CLIL with focus on German
- In total >15.000 CLIL students
- With the exception of ROCs who offer International Business courses, CLIL is still an uncharted domain in Vocational Education in The Netherlands



The Dutch model

The colleges have introduced and developed CLIL (TTO); CLIL is not compulsory. This explains differences in approach and validation amongst colleges.

The government has set a number of criteria every school must meet:

- 1 A max of 50 percent of all lessons may be taught in English;
- 2 TTO is budget neutral
- 3 TTO may not affect the quality of L1 (Dutch).



The CLIL standard requires that:

- Schools meet the required language proficiency level of students and staff
- The TTO curriculum comprises alpha, bèta and gamma subjects
- *Authentic English teaching material is used*
- Internationalization takes the central position in the school's operational policy
- In other foreign language learning lessons the target language is also taught in that language: (e.g. French is spoken when teaching French; German when teaching German, etc).

NB

CLIL may not have negative impact on final national examination (that are always held in Dutch language)



Justification of POOLS-T

(EURYDICE survey in 2006 "Content and Language Integrated Learning (CLIL) at School in Europe", Chapter 5:)

- lack of appropriate teaching materials geared to CLIL and the high cost of introducing CLIL
- Lack of teaching materials geared to CLIL leads to additional work for the teachers involved
- There will be a shift from passive consumption of ready-made programmes to independent building of content, tailor made for specific groups or individuals."

Main aims for Horizon College in POOLS-T project

1. To use, test, give feedback on and co-develop the tool to convert text into html pages linked with online dictionaries
2. To produce a methodology guide in Dutch to show pedagogical considerations for CLIL application of the software and its outputs
3. Examples of teaching applications of the web page text blender software in a CBL context in all sectors of Horizon College
4. To disseminate the results through international and external channels.

Horizon College expertise in CLIL

Presentation of Dutch participants and experience in CLIL

Ellen Ejerskov

Hans Bruin

Riccardo Dragotta

Frans van Schaik



Dissemination

Internal channels

Horizon College Berichten

<http://inzien.horizoncollege.nl/editie2008/48/index.php>

Horizon College website

<http://www.horizoncollege.nl/>

External channels

Dutch Education Council (MBO-Raad)

www.mborraad.nl

www.workplacement.nl

Partnercollege networks

CHIC (Horizon College, ID College and Clusius College)

EUCINMOVE (Finland, UK, DK, Spain)



Windows on CLIL

3 - September 2006

The European Platform i.c.w. the European Centre for Modern Languages published a **BOOK** which gives a full content description of CLIL in 20 European Countries.

'Windows on CLIL – Content and Language Integrated Learning in the European Spotlight'.



Useful links

Useful links

<http://www.ecml.at/mtp2/CLILmatrix/EN/qMain.html>

http://www.netwerktto.europeesplatform.nl/?var_content=content&contentid=2

<http://www.clilcompendium.com/index.html>

http://www.netwerktto.europeesplatform.nl/files/an_observation_tool_for_clil.pdf



Getting started!

**POOLS-T team ready?
Set, GO!!**

