Chapter 1 CLIL teaching methodology

Introduction

Content and Language Integrated Learning (CLIL) is now gradually growing popular in Japan, based on the trends of **Communicative Language Teaching (CLT)**. It may be referred to **Language Immersion** or **Bilingual Education.** In addition, it should include similar approaches to e.g., **Content-based Instruction (CBI), English Medium Instruction (EMI), English as a Second Language (ESL)**, and **Languages Across the Curriculum (LAC).** More educators and teachers are interested in these approaches in accordance with the current global education needs, but they cannot identify how these approaches are appropriate for their specific educational contexts.

Here in this chapter, you learn **CLIL teaching methodology,** focusing on CLIL, which is often used as a generic term for these approaches, and CLT, which has been the most popular approach in language education all over the world. In Japan, CLIL is described by **the Japan CLIL Pedagogy Association (J-CLIL)**(see the website at https://www.j-clil.com/english-clil):

> **CLIL** (ku-li-lu) is an acronym that stands for Content and Language Integrated Learning. It is **a generic term** used to mean **integrated learning** that combines content learning (e.g. subjects and themes) with language learning (e.g. English). CLIL is gradually becoming familiar to teachers and learners in Japan. It may primarily be considered **bilingual education, English Medium Instruction (EMI)**, and **Content-based Instruction (CBI)**. It is also regarded as using the English language to study subject themes and topics (e.g. math, science, social studies, music, P.E., and home economics). **The primary characteristic of CLIL pedagogy** is that teachers 1) emphasize content

learning in the language classroom **(content)**, 2) focus on learners' thinking and learning skills when learning languages **(cognition)**, 3) improve their communicative competence **(communication)**, and 4) cultivate their cultural or intercultural awareness **(culture)**.

CLIL は、Content and Language Integrated Learning の略称です。教科科目やテーマの内容(content)の学習と外国語(language)の学習を組み合わせた学習（指導）の総称で、日本では、「クリル」あるいは「内容言語統合型学習」として呼ばれ定着しつつあります。主に英語を通して、何かのテーマや教科科目（数学（算数）、理科、社会、音楽、体育、家庭など）を学ぶ学習形態を CLIL と呼ぶ傾向があります。CLIL の主な特徴は、学習内容(content)の理解に重きを置き、学習者の思考や学習スキル(cognition)に焦点を当て、学習者のコミュニケーション能力(communication)の育成や、学習者の文化(culture)あるいは相互文化(Interculture)の意識を高める点にあると言えるでしょう。

Based on this description, in this chapter, you will learn:

1. CLIL and CLT
2. CLIL and the CEFR in Europe
3. Learning theories surrounding CLIL
4. CLIL 4Cs framework and other theories
5. CLIL and related learning knowledge
6. CLIL materials development
7. CLIL approaches and methods
8. CIL curriculum
9. CLIL assessment and reflection
10. CLIL research

Initially in Europe, CLIL was thought as an approach or method which integrates **the teaching of content** from the curriculum with the teaching of a non-native language. Dalton Puffer (2007: p. 2) referred to it as '**an educational setting** where language other than the student's mother tongue is used as a medium of instruction.' In 1990s, CLIL was mainly

taught by bilingual speakers or non-native speakers of English in **subject classrooms**. Since then, CLIL has spread across Europe to Asia and beyond, and it gradually has transformed its educational setting into **soft or language-driven CLIL** (e.g. Ball, 2015, Elwood, 2018; Ikeda, 2009). CLIL in Japan is now popular but still has a lot of questions of '**What is CLIL?**' by teachers and teacher trainees who are eager to improve their professional teaching knowledge and skills. This chapter shows appropriate basic knowledge and skills of CLIL pedagogy.

To understand the background of CLIL in Europe as well as Japan, it is essential to know about **Communicative Language Teaching (CLT)** and **the CEFR (Common European Framework of Reference for Languages)**(Council of Europe, 2001). Also, CLIL theory and other learning theories should be necessary to teach CLIL or understand what CLIL is. In addition, **the CLIL 4Cs framework** and other theories, CLIL related learning knowledge and skills, CLIL materials development, CLIL approaches and methods, CIL curriculum, CLIL assessment and reflection, and CLIL research are all necessary to be **a better CLIL practitioner.** Read the following section and discuss each topic with the tutors and colleagues, while watching the online lectures and having reflective thinking on CLIL teaching methodology.

1.1   CLIL and CLT

Let's start with the question 'what is CLIL?' in this section. The term CLIL was originally coined by **David Marsh** who worked in Finland in 1994. He simply named this educational approach as Content and Language Integrated Learning (CLIL), which was especially inspired by **the Canadian Immersion programme** that was considered to be a successful bilingual education programme in 1980s. He first defined CLIL as:

> situations where **subjects**, or parts of subjects, are taught through **a foreign language** with **dual-focused aims**, namely **the learning of content** and the simultaneous **learning of a foreign language.**

The point of this definition is that CLIL is integrated learning having dual-focused aims: the learning of content and the learning of a foreign language. The problem is **what integrated learning is** and **how it is conducted**. There are actually a variety of integrated learning contexts and ways to conduct them. The fact is, these characteristics can make CLIL approaches attractive to learners as well as teachers.

1.1.1 Definition of CLIL

CLIL is, as the above-mentioned original definition says, a very simple educational concept that was born as integrated learning 5000 years ago when Akkadians conquered the Sumerians and learned their local Sumerian language and several subjects such as theology, botany and zoology, because Akkadians considered Sumerian knowledge to be important. That is, the local Sumerian language was used as a medium of instruction, which is very similar to the CLIL concept (cf. Mehisto, Marsh & Frigols, 2008).

The definitions of CLIL have not been fixed even now, so there could be a growing number of definitions to create. You can find some major ones on the Internet resources. Please check them in order to understand what