Linking CLIL and TBLT in an effective way—a methodological proposal

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I thought you said the chemical composition for water was H to O.
For millions of years, mankind lived just like the animals. Then something happened which unleashed the power of our imagination. We learned to talk and we learned to listen. Speech has allowed the communication of ideas, enabling human beings to work together to build the impossible. Mankind’s greatest achievements have come about by talking, and its greatest failures by not talking. It doesn’t have to be like this. Our greatest hopes could become reality in the future. With the technology at our disposal, the possibilities are unbounded. All we need to do is make sure we keep talking.
Stephen Hawking

Theoretical Physicist (deThame, 1993)
The gravitational pull of collaboration

Collaboration (integration)

Content

Language
How to effect this integration?

Ball, Kelly and Clegg (2016) propose:

- Supporting *language learning* in content classes
- Supporting *content learning* in language classes

By this they also mean:

- Supporting *language awareness* in content classes
- Supporting *content awareness* in language classes
Towards the learner’s empowerment?

A classic case of the whole being greater than the sum of its parts?
CLIL goal statements

- To develop intercultural communication skills
- To prepare for internationalization
- To provide opportunities to study content through different perspectives
- To access subject-specific target language terminology
- To improve overall target language competence
- To develop oral communication skills
- To diversify methods and forms of classroom practice
- To increase learner motivation.

Richards and Rodgers, 2014: 124, based on the CLIL Compendium.
How can TBLT contribute to CLIL?

In a language learning task:
Learners are challenged to do things with words...
The focus is on language in use (and on its different uses)...
Learners, as social actors, are encouraged to interact with each other...
...negotiation meanings,
...concerting actions,
...defining roles...
Core features of CLIL methodology

**Multiple focus approach**

A high degree of integration should be pursued between language and content classes and among different subjects.

**Safe and enriching learning environment**

CLIL teachers should encourage students to experiment with language and content providing guided access to authentic materials and learning environments.

(Mehisto et al., 2008)
Core features of CLIL methodology

**Authenticity**

Connections between learning and students’ lives should be made regularly in CLIL activities as well as connections with other speakers of the CLIL language. Current materials from media or other sources should be used as often as possible.

**Active learning**

Students have a central role in CLIL lessons: their activities should be based on a peer cooperative work and they should help set content, language and learning skills outcomes. Finally they should communicate more than the teacher who acts as a facilitator.

(Mehisto et al., 2008)
Core features of CLIL methodology

**Scaffolding**

One of the teacher’s roles is to support student’s language needs building on their existing knowledge, repackaging information in user-friendly ways and responding to different learning styles.

**Cooperation**

A high degree of cooperation among different teachers is recommended when planning lessons and it’s often considered useful involving parents and/or the local community.

(Mehisto et al., 2008)
Core features of the task-based approach

**Authenticity (*)**

Is the task meaningful to the learners in terms of their real-life experience? Does it make them tackle challenges arising in real-world settings?

**Motivation (*)**

How far does it meet the learners’ needs and engage their interest? Are they motivated and willing to carry it through despite occasional difficulties?

Lopes and Ruiz Cecilia (2017): criteria set for the PETALL project tasks, based on Jane Willis (2009)

*) The same concern expressed by Coyle (1999: 52)
Core features of the task-based approach

**Meaning (*)&

Is it focused on meaning and communication-based language use or does it revolve around form and the mechanics of the language? Are the learners constructing, conveying and negotiating meanings? Are they inferring the contents of another person’s thoughts and trying to make themselves understood?

**Purpose

Do they understand that the task serves a purpose or aims to achieve concrete goals? Do they find that it useful and relevant in their future lives?

Lopes and Ruiz Cecilia (2017): criteria set for the PETALL project tasks, based on Jane Willis (2009)

*) The same concern expressed by Coyle (1999: 52)
Core features of the task-based approach

**Process and/or outcome (**)**

The task can either rely on a process, be directed towards establishing an outcome, or both. Either way, learners must always be the driving force behind the progress of the task.

**Social interaction (**)**

Are they actively engaged in negotiated interaction with each other in the target language? Do they feel that they can find support from their peers in the group? Does the task entail different roles?

Lopes and Ruiz Cecilia (2017): criteria set for the PETALL project tasks, based on Jane Willis (2009)

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## Interface between TBLT and CLIL?

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*) Also Coyle (1999)
... the focus is on enabling and **empowering** learners to **interact meaningfully** and spontaneously in the classroom, to become **engaged** with and **challenged** by their own **learning**, as well as **progressing** through the content by developing appropriate **knowledge, skills** and **understanding** relevant to the curriculum.

Coyle (1999: 59)
1. Guiding principles and objectives

2. Analysing the teaching curriculum

3. Detailed Planning

4. Monitoring for progress

5. Evaluating for effectiveness

Coyle (1999: 60)
Stages of the task design cycle

1. Preparation (guidelines, goals, etc.)
2. Planning
3. Implementation
4. Evaluation
5. Critical analysis of results

Lopes & Ruiz Cecilia (2017: 8)
In the Age of Technology, just...

...let creativity run loose!

ICT-based tasks may include the production of...

- **Videos**
  (documentaries; TV shows; short films)

- **Games**
  (Kahoot; Buildbox; Gamefroot; Sporcle; etc.)

- **Audio recordings**
  (interviews; news; radio shows; audio slideshows; audio books)

- **Animated motion pictures**

- **Online books**
  (illustrated books; comics; interactive books)

- **Websites**
  (social media; blogs; portfolios; etc.)

- **Also check resources used in PETALL**

- **You name it...**
References

Thank you!

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Content and Language-Integrated Learning (CLIL) and Task-based Language Teaching (TBLT) are approaches that have increasingly captured the attention of both teachers and researchers, and many of the latter have already discussed the ways in which they can be brought together (Ahmadian and García-Mayo, 2017; García-Mayo, 2015; Scott and Beadle, 2014). One of the challenges encountered in the implementation of CLIL has been the discrepancy between the level required to carry out the work for content learning and the students' actual level (Tardieu and Dolitsky, 2012). One of the solutions may lie in resorting to TBLT, where language is regarded as action and the learner seen as a social actor engaged in real-life-like activities. However, in CLIL, the task being proposed to the students as to be appropriate to their level and their ability to internalise conceptual knowledge (Meyer, Halbach and Coyle, 2015). In order to bridge some of the methodological gaps between CLIL and TBLT, a framework for designing content-oriented tasks, based on the one advanced for the project PETALL, has been developed to help teachers plan their CLIL activities. After a brief theoretical introduction to the principles of Task-based Learning and its integration with CLIL, a template designed to systematise the task will be provided and discussed, and examples will be provided.

References: