

Approaches and Methods in Language Teaching

Third Edition

Jack C. Richards and
Theodore S. Rodgers



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6 Content-Based Instruction and Content and Language Integrated Learning (CLIL)

Introduction

Content-Based Instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or subject matter that students will acquire, such as history or social studies, rather than around a linguistic or other type of syllabus. Students thus learn language and content at the same time, each supporting the development of the other (Lyster 2007). While the term *Content-Based Instruction* has been commonly used to describe programs of this kind, particularly in North America, in Europe a related approach is known as *Content and Language Integrated Learning* (CLIL). The two approaches differ slightly in focus, much in the way that Situational Language Teaching and the Audiolingual Method (one developed in Europe; one in the United States) differed in focus (see Chapters 3 and 4). Both CBI and CLIL are part of a growing trend in many parts of the world to use English as a medium of instruction (Graddol 2006). They have features in common, but they are not identical. CBI often involves a language teacher teaching through English, working with a content teacher to co-teach a course, or a content teacher designing and teaching a course for ESL learners. CLIL often involves a content teacher teaching content through a second or foreign language, as does CBI, but also may involve content from subjects being used in language classes. That is, the CLIL curriculum may originate in the language class, whereas CBI tends to have as its starting point the goals of a content class. CBI emerged somewhat organically, advocated by a number of academics and educators supported by an extensive literature extending over a considerable period of time but without official sanction. CLIL, on the other hand, was officially proposed in a European Commission policy paper in which member states were encouraged to develop “teaching in schools through the medium of more than one language” (EC 1976). The acronym “CLIL” has been widely circulated within member states of the European community since 1994 and has become, by decree “the core instrument for achieving policy aims directed at creating a multilingual population in Europe” (Dalton-Puffer 2007: 1). And unlike CBI, CLIL not only aims at stimulating multilingualism of all citizens in the European community but also strives to “preserve the independence and health of local languages” (EURYDICE 2013). This is because CLIL does not represent an immersion program in an ESL setting, but rather the development of English language skills in those who will use English as a lingua franca.

Both CBI and CLIL are approaches rather than methods according to the framework used in this book, since they refer to a set of principles for the design of language courses but do not prescribe the methods that can be used with them.

Several reasons account for the expansion of programs of this kind in recent years.

1. *An application of principles of Communicative Language Teaching (CLT).* A defining principle of CLT (Chapter 5) is that classrooms should focus on real communication and the exchange of information: an ideal situation for second language learning, therefore, would be one where the subject matter of language teaching was not grammar or functions or some other language-based unit of organization, but content, that is, subject matter from outside the domain of language. The language that is being taught could be used to present subject matter, and the students would learn the language as a by-product of learning about real-world content.
2. *The basis for on-arrival and mainstreaming programs.* Since the latter part of the twentieth century, many English-speaking countries have received large numbers of immigrants as well as people displaced by upheavals in their own countries. *On-arrival programs* typically focus on the language newly arrived immigrants and others in a country need for survival. Such learners typically need to learn how to deal with differing kinds of real-world content as a basis for social survival. Content-based programs have commonly been used in these situations. Mainstreaming programs or *Programs for Students with Limited English Proficiency* (SLEP) serve especially those children whose parents might be served by the on-arrival programs, but are more generally designed to provide in-class or pullout instruction for any school-age children whose language competence is insufficient to participate fully in normal school instruction. These programs focus on giving students the language and other skills needed to enter the regular school curriculum. Such skills often involve learning how to carry out academic tasks and understand academic content through a second language. CBI was seen as an approach that would promote both academic skills development and language proficiency.
3. *Support for immersion education.* In attempts to promote language learning by majority language speakers, such as English-speaking Canadians studying French, an approach known as immersion education has been used in some countries since the 1980s. Immersion education is a type of foreign language instruction in which the regular school curriculum is taught through the medium of the foreign language. The foreign language is the vehicle for content instruction; it is not the subject of instruction. Thus, for example, an English-speaking child might enter a primary school in which the medium of instruction for all the content subjects is French. Student goals of an immersion program include: (a) developing a high level of proficiency in the foreign language; (b) developing positive attitudes toward those who speak the foreign language and toward their culture(s); (c) developing foreign language skills commensurate with expectations for a student's age and abilities; (d) gaining designated skills and knowledge in the content areas of the curriculum. Immersion programs have been adopted in many parts of North America, and alternative forms of immersion have been devised. In the United

States, immersion programs can be found in a number of languages, including French, German, Spanish, Japanese, Chinese, and Hawaiian.

4. *Promotion of bilingualism through CLIL.* In Europe the substantial increase in CLIL-based programs of different kinds is part of a policy to promote bilingualism in Europe, as reflected in the European Commission's white paper *Teaching and Learning: Towards the Learning Society* (1995) "in which a stated objective was the '1+2 policy', that is, for EU citizens to have competence in their mother tongue plus two Community foreign languages" (Llinares, Morton, and Whittaker 2012: 1). CLIL in Europe has been described as a response to globalization, the need for knowledge-driven economies and societies. According to Coyle, Hood, and Marsh (2010: 5–6): "Much CLIL classroom practice involves the learners being active participants in developing their potential for acquiring knowledge and skills (education) through a process of inquiry (research) and by using complex processes and means for problem-solving (innovation). Coyle et al. (2010: 8) cite four reasons for the spread of CLIL in Europe:

Families wanting their children to have some competence in at least one foreign language; governments wanting to improve languages education for socio-economic advantage; at the supranational level, the European Commission wanting to lay the foundation for greater inclusion and economic strength; and finally, at the educational level, language experts seeing the potential for further integrating languages education with other subjects.

As a consequence of the factors above, different kinds of content-based and CLIL courses are now common in many parts of the world and differ significantly from traditional approaches to second and foreign language instruction. In order to understand the practices that are used in CBI and CLIL programs, it will be necessary to first examine the principles that underlie them and then look at how these are applied in language teaching programs and teaching materials. Both approaches will be considered together, except in areas where they differ.

Approach

CBI and CLIL are built around a number of core principles that can be stated as follows:

- *People learn a second language more successfully when they use the language as a means of understanding content, rather than as an end in itself.* This principle distinguishes CBI and CLIL from conventional language courses where a language syllabus is used as the basis for organization and content is chosen according to how well it supports a linguistic syllabus.
- *Content-Based Instruction better reflects learners' needs for learning a second language.* This principle reflects the fact that CBI programs serve to prepare learners for academic studies or for survival in an English language environment. CLIL programs similarly are said both to support individual development and to develop a bilingual citizenry.

- *Content provides the basis for activating both the cognitive and the interactional processes that are the starting point for second language learning.* A focus on the comprehension and expression of meaningful and engaging content is believed to activate a range of cognitive skills that are basic to learning and to intellectual as well as interactional processes that support naturalistic second language development.

Brinton (2007) provides a more detailed rationale for CBI:

1. The content-based curriculum removes the arbitrary distinction between language and content.
2. It reflects the interests and needs of the learner by taking into account the eventual uses the learner will make of the second or foreign language.
3. It offers optimal conditions for second language acquisition by exposing learners to meaningful and cognitively demanding language in the form of authentic materials and tasks.
4. It provides pedagogical accommodation to learner proficiency levels and skills.
5. It views language as learned within a larger framework of communication.
6. It holds sustained content as necessary for providing authentic, meaningful substance for students to acquire language.
7. It views rich, comprehensible input as necessary but not sufficient for the development of high-level academic language proficiency.
8. It places a high value on feedback on accuracy to help students develop target-like output.
9. It supplements exposure to input through language-enhanced instruction (e.g., skills-based instruction and consciousness raising about uses of grammar, lexis, style, and register).
10. Finally, it aims for a balanced focus on fluency and accuracy.

In the case of CLIL, principles underlying the approach refer to the fact that CLIL is believed to help achieve individual as well as educational, social, and intercultural goals for language learning. These principles, as described by Coyle et al. (2010: 42), can be summarized as follows:

- Content matter is not only about acquiring knowledge and skills, it is about the learner *creating* their own knowledge and understanding and *developing* skills (personalized learning).
- Content is related to learning and thinking processes (cognition). To enable the learner to create their own interpretation of content, it must be analyzed for its linguistic demands.
- The language learned needs to be related to the learning context, to learning *through* that language, to reconstructing the content, and, as mentioned, to related cognitive processes. This language needs to be transparent and accessible.
- Interaction in the learning context is fundamental to learning. This has implications when the learning context operates through the medium of a foreign language.

- The relationship between languages and cultures is complex. Intercultural awareness is fundamental to CLIL.
- CLIL is embedded in the wider educational context in which it is developed and therefore must take account of contextual variables (such as the overall goals of the curriculum) in order to be effectively realized.

Theory of language

A number of assumptions about the nature of language underlie CBI and CLIL. These can be summarized as follows:

1. *Lexis is central in integrating language and content.* Since specialized vocabulary registers are used to convey the meaning of different subjects or content areas, acquisition of subject-specific vocabulary is an important strand of CBI and CLIL courses. Core vocabulary for different subjects can be identified through corpus research, where language extracted from real speech, or corpora, is analyzed and used as the basis for specialized word lists such as Coxhead's Academic Word List (2000, 2010), a list of 570 word families that have high frequency in a wide range of academic texts and that are important words for students to know if they are pursuing academic studies. Llinares et al. (2012: 191) observe:

One special feature of learning a second language in CLIL contexts is that the vocabulary needed to represent content in the instructional register is often technical and abstract, in contrast with the type of vocabulary necessary to communicate in foreign language classes.

2. *Grammar is a resource for communicating content.* Grammar is acquired according to its role in expressing content. Grammatical progression is based on the demands of content rather than in terms of grammatical difficulty. "It uses a pragmatic as well as a linguistic approach to developing language through use" (Coyle et al. 2010: 59). This may involve the need to "integrate the grammar point through different uses across CLIL lessons, adopting a more immersive approach; explore literacy practices across the school for a more integrated approach" (*ibid.*).
3. *Language is text and discourse-based.* CBI and CLIL address the role of language as a vehicle for learning content as well as the role of content in the learning of language. This implies the centrality of linguistic entities longer than single sentences, because the focus of teaching is how meaning and information are communicated and constructed through texts and discourse. The linguistic units that are central are not limited to the level of sentences and sub-sentential units (clauses and phrases) but include features that account for how longer stretches of language are used and that create coherence and cohesion within genres and text-types. Language as it is used in the creation of texts is an important focus of CLIL lessons, since academic learning involves familiarity with a core set of text-types that are found in different academic disciplines. Learning how

language is used in disciplinary-based genres is central to CBI and CLIL. Llinares et al. (2012: 109) comment:

Students need to understand and participate in the activities that build up the disciplines they study, activities that to a large extent are carried out through language. While the most obvious difference between disciplines is that of vocabulary ... Research in educational linguistics has also shown a major difference to reside in the functional structuring of discourse.

4. *Language use draws on integrated skills.* CBI and CLIL view language use as involving several skills together. In a content-based class, students are often involved in activities that link the skills, because this is how the skills are generally involved in the out-of-classroom world. Hence students might read and take notes, listen and write a summary, or respond orally to things they have read or written. And rather than viewing grammar as a separate dimension of language, grammar is seen as a component of other skills. Topic- or theme-based courses provide a good basis for an integrated skills approach because the topics selected provide coherence and continuity across skill areas and focus on the use of language in connected discourse rather than in isolated fragments. They seek to integrate knowledge, language, and thinking skills.

Theory of learning

CBI and CLIL draw on a number of assumptions about the nature of second language learning. Some of these are true of learning in other approaches to second language teaching, while others are said to be specific to CBI and CLIL (e.g., dialogic talk – see below).

1. *Comprehension is a necessary condition for second language learning to occur.* “The goal of teachers through any type of content-based program is to enable students to comprehend the curriculum presented through the second language” (Lyster 2011: 617). Making subject matter comprehensible through the way language is used is hence crucial in CBI and CLIL. In order to make content comprehensible to learners, teachers need to make the same kinds of adjustments and simplifications that native speakers make in communicating with second language learners. These modifications include using a slower rate of speech, adjusting the topic, emphasizing key words or phrases, building redundancy into their speech by using repetition, modeling, and paraphrase and giving multiple examples, definitions, and synonyms to facilitate comprehension (*ibid.*).
2. *Negotiation of meaning plays an important role in understanding content.* This refers to the collaboration of both teachers and learners in understanding content. Negotiation of meaning may take several forms: the meaning may be realized through several exchanges or turns rather than in a single exchange; one speaker may expand on what the other said; one speaker may provide words or expressions the other needs; one person may ask questions to clarify what another says.
3. *Learning is facilitated by corrective feedback.* Learners do not simply “pick up” language when engaged in CBI and CLIL. They also develop language awareness and language

accuracy through the kinds of corrective feedback the teacher provides. Lyster and Ranta (1997: 203) identify six types of such feedback and their functions:

<i>Clarification request</i>	Indication that an utterance has not been heard or understood, sometimes with the purpose of drawing attention to non-target forms
<i>Explicit correction</i>	Provision of the correct form, indicating that something was incorrect
<i>Recast</i>	Implicit correction of an utterance by means of reformulation
<i>Elicitation</i>	Direct elicitation of the correct form using techniques such as asking for completion
<i>Repetition</i>	Repetition of the error with rising intonation
<i>Metalinguistic feedback</i>	Reference to the well-formedness or correctness of the student's utterance without providing the correct form

4. *Learning of both content and language is facilitated by dialogic talk.* Effective discourse in CBI and CLIL classrooms is said to have the features of dialogic talk. This is described by Alexander (2008: 30) as talk which achieves “common understanding, through structures, cumulative questioning and discussion which guide and prompt, reduce choices, minimize risk and error, and expedite ‘handover’ of concepts and principles.” Dialogic teaching is said to be an essential component of CBI and CLIL-based pedagogy “both because of its cognitive potency and the opportunities it provides for exposure to and use of rich language in the classroom” (Llinares et al. 2012: 71).
5. *Prior knowledge plays an important role in CBI.* Learners bring many different kinds of prior knowledge to learning, including knowledge about the world and knowledge about events, situations, and circumstances and the roles people play in them. They may need to use text-types (e.g., expository texts, information texts; narrative texts, recounts) that occur in their own language. They also need to access schema of different kinds in relation to the content they are studying as well as sociocultural knowledge related to situations, people, and events. Learning content in a second language can be facilitated if students are better prepared through the activation of relevant background knowledge.
6. *Scaffolded learning plays an import part in CBI and CLIL.* Scaffolding is defined as “the temporary assistance by which a teacher helps a learner know how to do something, so that the learner will be able to complete a similar task alone” (Gibbons 2002: 10). Initially, learners depend on others with more experience than themselves and gradually take on more responsibility over time for their own learning. In the classroom, scaffolding is the process of interaction between two or more people as they carry out a classroom activity and where one person (e.g., the teacher or another learner) has more advanced knowledge than the other (the learner) (Swain, Kinnear, and Steinman 2010). During the process, discourse is jointly created through the process of assisted or mediated performance, and interaction proceeds as a kind of joint problem-solving between teacher and student. While scaffolding is important in all classroom-based

learning, it is even more so in CBI and CLIL: "In CLIL contexts, teachers' scaffolding is even more necessary as students need to process and express complex ideas in a foreign language" (Llinares et al. 2012: 91).

Design

Objectives

The aims of content-based courses and CLIL courses are varied and do not necessarily overlap because of the different contexts in which they occur. CBI courses have been described as ranging from those that are more content driven, to those that are more language driven, as shown in the following table from Met (1999).

<i>Content-driven CBI</i>	<i>Language-driven CBI</i>
Content is taught in L ₂	Content is used to learn L ₂
Content learning is priority	Language learning is priority
Language learning is secondary	Content learning is incidental
Content objectives determined by course goals or curriculum	Language objectives determined by L ₂ course goals or curriculum
Teachers must select language objectives	Students evaluated on content to be integrated
Students evaluated on content mastery	Students evaluated on language skills/proficiency

Total and partial immersion are examples of content-driven courses, while topic- and theme-based language classes are examples of a more language-driven approach. An adjunct course has features of both and is described as one in which "a language support course is paired (as an adjunct) to a regular subject-matter course to enable those who are still learning the language of instruction to participate in classes with those who speak it natively or more proficiently" (Crandall 2012: 150). Hence, the goals and objectives of a CBI course will depend on whether mastery of content through a second language or mastery of language through content is the focus of the course. Lyster (2011: 615), however, suggests that both kinds of goals are equally important: "second language learning and academic achievement are inextricably linked and thus share equal status in terms of educational objectives." An example of objectives of this kind in CBI was seen in a theme-based Intensive Language Course (ILC) at the Free University of Berlin. Four objectives were identified for its yearlong, multi-theme program. These objectives were linguistic, strategic, and cultural (Brinton, Snow, and Wesche 1989: 32):

1. To activate and develop existing English language skills
2. To acquire learning skills and strategies that could be applied in future language development opportunities

3. To develop general academic skills applicable to university studies in all subject areas
4. To broaden students' understanding of English-speaking peoples.

In the case of CLIL both very general and more specific goals are sometimes given. An example of the former are the following goal statements (CLIL Compendium n.d.):

- 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.

Coyle et al. (2010: 17) give examples of more specific CLIL goals, in the domains of both content and language.

<i>Content</i>	Multiple perspectives for study, e.g. modules in history where authentic texts are used in different languages. Preparing for future studies, e.g. modules that focus on ICT which incorporate international lexis. Skills for working life, e.g. courses that deal with academic study skills equipping learners for further study. Accessing subject-specific knowledge in another language.
<i>Language</i>	Improving overall target language competence, e.g. through extended quality exposure to the CLIL language. Developing oral communication skills, e.g. through offering a wider range of authentic communication routes. Deepening awareness of both first languages and CLIL languages, e.g. those schools that offer 50% of the curriculum in other languages in order to develop a deeper knowledge and linguistic base for learners. Developing self-confidence as a language learner and communicator, e.g. practical and authentic language scenarios such as vocational settings. Introducing the learning and use of another language, e.g. lessons that are activity-oriented are combined with language-learning goals, such as in play-oriented "language showers" for younger learners.

Advocates of CLIL also emphasize that an integration of content learning and language learning should seek to develop proficiency in using language both for the mastery of academic content and for interpersonal communication. The former was referred to as CALP (Cognitive Academic Language Proficiency) and the latter as BICS (Basic Interpersonal Communication Skills) by Cummins (1984). CALP refers to the special kind of language proficiency needed to perform academic tasks – tasks that are often cognitively

demanding and often have to be solved independently by the learner. Interpersonal communication, on the other hand, is relatively undemanding cognitively and relies on context to clarify meaning. The relevance of the CALP/BICS distinction to CLIL is that a learner with well-developed CALP skills may not necessarily be proficient in using language for social and interactional purposes. As Llinares et al. (2012: 220) comment: "CLIL contexts do not seem to represent learning environments where BICS is acquired more or less automatically." This means that CLIL teachers need to make a special effort to ensure that opportunities are provided for learners to acquire interpersonal communication skills. Students of CBI, on the other hand, tend to be in ESL settings where the development of interpersonal communication skills may be acquired more spontaneously.

The syllabus

In CBI courses the syllabus will depend on whether it is primarily content driven or language driven, as noted above. Certain areas of content are thought to be more effective as a basis for CBI and CLIL than others. For example, geography is often the "first choice" of subject matter. Geography is "highly visual, spatial and contextual; it lends itself to the use of maps, charts, and realia, and the language tends to be descriptive in nature with use of the 'to be,' cognates and proper names" (Stryker and Leaver 1993: 288). For somewhat different reasons, "Introduction to Psychology offered an ideal situation in which to introduce CBI at the bilingual University of Ottawa, since it has the largest enrollment of any introductory course in the university" and thus was likely to "attract a large enough number of second language speakers to justify special lecture or discussion sections" (Brinton et al. 1989: 46). This course was further recommended because of student interest in the course topics and because of "the highly structured nature of the content, the emphasis on receptive learning of factual information, the availability of appropriate textbooks and video study material" (Brinton et al. 1989: 46). On the other hand, CBI courses have been created around a rich variety of alternative kinds of content. Case studies of CBI in foreign language education report content selection as wide-ranging as "Themes of Soviet Life and Worldview" (Russian), "Aphorisms, Proverbs, and Popular Sayings" (Italian), "Religion and Change in Twentieth-Century Latin America" (Spanish), and "French Media" (French). Eleven such case studies using a variety of course content in a variety of foreign language teaching situations are reported in Stryker and Leaver (1993).

Davies (2003) gives an example of a syllabus for a theme-based CBI course on the topic of psychology, which was team-taught with a psychologist:

- Unit 1 Introduction to psychology
- Unit 2 Types of learning
- Unit 3 Advertising and psychological techniques
- Unit 4 Counseling
- Unit 5 Psychological illnesses
- Unit 6 Project work

Davies (2003) notes:

Each unit took from two to three weeks to complete. The students had two classes per week and each class lasted for two and a half hours. The syllabus that we used is clearly different from a conventional Introduction to Psychology class. Our aim was to allow the students to explore various aspects of psychology rather than attempting to give them a thorough grounding in a subject that, we believed, would have been too difficult for them to understand at this stage. In fact one of the strengths of theme-based CBI is its flexibility; teachers can create units with specific learner needs in mind. For example, Unit 3 began with some textbook readings followed by questions and written work. After this the students were given some advertisements to analyze and also brought in their own examples for use in group discussions. Finally, for a small group project, they designed their own advertisements and then presented their work to the other class members with a rationale for why they had chosen their product and who the target customers would be. Among the products they designed were a genetically engineered cake tree and a time vision camera.

In the case of language-driven CBI courses, a conventional language syllabus may provide the core structure for the course and content used to provide an additional support for language development. Content is often selected because it is likely to be more motivating and engaging for learners; however, assessment may be based on language proficiency. "Content learning may be considered a gratuitous but welcome by-product, but neither students nor their teachers are held accountable for ensuring that students learn it" (Met 1999).

In the case of CLIL courses, syllabuses will similarly depend on the approach to CLIL the course is based on and whether it is designed for young learners, secondary school, or tertiary-level learners. (See below for further discussion of CLIL approaches.)

Types of learning and teaching activities

There are a number of descriptions of activity types in CBI. Stoller and Grabe (1997) provide a list of activities classified according to their instructional focus. This includes language skills improvement, vocabulary building, discourse organization, communicative interaction, study skills, and synthesis of content materials and grammar. Crandall (2012: 151, 152) reviews the range of teaching activities that can be used according to the type of course and its context:

In CBI, teachers can draw on a range of relevant, meaningful, and engaging activities that increase student motivation in a more natural manner, activities that involve co-operative, task-based, experiential, and project-based learning. Common to these activities is the opportunity for students to use language to perform different tasks and construct and reflect upon new meaning expressed through oral or written discourse ... CBI lessons include the use of both authentic and adapted oral and written subject matter materials (textbooks, audio and visual materials, and other learning materials) that are appropriate to the cognitive and language proficiency level of the learners or that can be made accessible through bridging activities.

Similarly, with regard to CLIL-based approaches, Mehisto, Marsh, and Frigolos (2008: 105) comment:

The multi-faceted nature of the CLIL approach involves an extra focus on student interests; peer-cooperative work and the fostering of critical thinking among other methodological strategies. These foster the learning of content and provide increased forums for discussing and otherwise communicating about content. Those increased opportunities support language learning.

CBI and CLIL learning activities are not intrinsically different, but may differ in practice because of the age of the learners and their other needs.

Learner roles

A goal in CBI is for learners to become autonomous so that they come to “understand their own learning process and ... take charge of their own learning from the very start” (Stryker and Leaver 1993: 286). In addition, most CBI courses anticipate that students will support each other in collaborative modes of learning. This may be a challenge to those students who are accustomed to more whole-class or independent learning and teaching modes. CBI is in the “learning by doing” school of pedagogy. This assumes an active role by learners in several dimensions. Learners are expected to be active interpreters of input and to be willing to tolerate uncertainty along the path of learning, as well as to explore alternative learning strategies and seek multiple interpretations of oral and written texts.

Learners themselves may be sources of content and joint participants in the selection of topics and activities. Learners need commitment to this new kind of approach to language learning, and CBI advocates warn that some students may not find this new set of learner roles to their liking and may therefore be less than ready and willing participants in CBI courses. Some students may be overwhelmed by the quantity of new information in their CBI courses and may need additional support. Some students are reported to have experienced frustration and asked to be returned to more structured, traditional classrooms.

In CBI learners are expected to acquire language together with content through the noticing and awareness-raising activities the teacher makes use of – hence, the learner is expected to process language consciously as well as intuitively. Lyster (2011: 618) explains:

Noticing and awareness activities ... aim to strengthen students' metalinguistic awareness, which then serves as a tool for extracting information from content-based input and thus for learning language through subject-matter instruction.

In the case of learners in CLIL programs, learner roles are seen as central to success:

The respective roles of the teachers and students are central to CLIL, because its very nature tends to demand more student-centred approaches. Students regularly acknowledge that CLIL courses are difficult, especially at the beginning. Moreover it is certain that engaging with and learning appropriately cognitively challenging content

through another language requires a depth of processing which cannot be attained when the teacher is simply in transmission mode.

(Coyle et al. 2010: 88)

Thus, both CBI and CLIL require active participation on the part of the learner, with a goal toward learner autonomy.

Teacher roles

Both CBI and CLIL position teachers in a different, and often more demanding, role from that required in traditional forms of language and content teaching. They will often be involved in cooperating with other teachers and working collaboratively on the design of courses and materials. In the case of CBI, teachers have to familiarize themselves with, at times, difficult and unfamiliar content and often have to develop their own courses or choose and adapt materials that provide a basis for CBI. They have to keep context and comprehensibility foremost in their planning and presentations, they are responsible for selecting and adapting authentic materials for use in class, they become student needs analysts, and they have to create truly learner-centered classrooms. As Brinton et al. (1989: 3) note:

They are asked to view their teaching in a new way, from the perspective of truly contextualizing their lessons by using content as the point of departure. They are almost certainly committing themselves to materials adaptation and development. Finally, with the investment of time and energy to create a content-based language course comes even greater responsibility for the learner, since learner needs become the hub around which the second language curriculum and materials, and therefore teaching practices, revolve.

Stryker and Leaver (1993: 293) suggest the following essential skills for any CBI instructor:

1. Varying the format of classroom instruction
2. Using group work and team-building techniques
3. Organizing jigsaw reading arrangements
4. Defining the background knowledge and language skills required for student success
5. Helping students develop coping strategies
6. Using process approaches to writing
7. Using appropriate error correction techniques
8. Developing and maintaining high levels of student esteem

CBI therefore places different demands on teachers from regular ESL teaching. Likewise, program administrators are required to make decisions about the choice and preparation of teachers and the kinds of support and resources they will need as well as developing new approaches to assessment. Hence, teachers with a high level of motivation and commitment to CBI may be essential.

In the case of CLIL, additional teacher roles have been identified (and referred to elsewhere in this chapter). Teachers are expected to modify the language they use in teaching

content through a second language, to give additional support for comprehension as well as production, to facilitate dialogic and scaffolded instruction, and to provide appropriate intervention and feedback to guide both the learning of content and the learning of the second language (Llinares et al. 2012).

To summarize, ensuring that students have understood the material presented is a key focus of CLIL teachers. CBI teachers obviously have this as an important goal, as well, but may tend to focus on their own mastery and presentation of complex content.

The role of instructional materials

In both CBI and CLIL, the materials play a central role and may be specially designed materials, materials used to teach content subjects, and a variety of different forms of authentic materials. Because context- and situation-specific materials are required with both approaches, commercial textbooks are not usually available. "Since off-the-shelf-CLIL materials are in short supply, teachers often spend a considerable time developing and/or adapting existing learning resources" (Mehisto et al. 2008: 22). With CBI Crandall (2012: 152) suggests the following kinds of materials, a description that also applies to the role of materials in CLIL:

Materials for developing the curriculum and planning CBI lessons include the use of both authentic and adapted oral and written subject matter materials (textbooks, audio and visual materials, and other learning materials) that are motivating and appropriate to the cognitive and language proficiency level of the learners or that can be made accessible through bridging activities ... These activities include the use of demonstrations, visuals, charts, graphic organizers and outlines, breaking down information into smaller chunks, pre-teaching vocabulary, and establishing background information.

Contemporary models of CBI and CLIL

The principles of CBI and CLIL can be applied to the design of courses for learners at any level of language learning. The following are examples of different applications of CBI and CLIL.

CBI courses

The four models listed below are all appropriate for university courses. Courses at the elementary and secondary levels tend to use a theme-based or adjunct approach.

Theme-based model

This is a language course in which the syllabus is organized around themes or topics such as "the modern cinema" or "cities." The language syllabus is subordinated to the more general theme. The course might be taught by a language teacher or team-taught with a content specialist. At university level a general theme such as "business and marketing" or "immigrants in a new city" might provide organizing topics for two weeks of integrated classroom

work. Language analysis and practice evolve out of the topics that form the framework for the course. A topic might be introduced through a reading, vocabulary developed through guided discussion, audio or video material on the same topic used for listening comprehension, followed by written assignments integrating information from several different sources. Most of the materials used will typically be teacher-generated and the topic treated will involve all skills. A common model at secondary or grade-school level is one in which students complete theme-based modules that are designed to facilitate their entry into the regular subject-areas classroom. These models do not provide a substitute for mainstream content classes but focus on learning strategies, concepts, tasks, and skills that are needed in subject areas in the mainstream curriculum, grouped around topics and themes such as consumer education, map skills, foods, and nutrition.

Theme-based courses also provide a framework for courses and materials in many programs outside the public school and university sector, such as the private language-school market. With theme-based courses, a set of themes might be selected as the basis for a semester's work, and each theme used as the basis for six or more hours of work in which the four skills and grammar are taught drawing on the central theme.

Sheltered model

This refers to content courses taught in the second language by a content-area specialist to a group of ESL learners who have been grouped together for this purpose. This approach is sometimes used at university level (e.g., in Canada and the United States). Since the ESL students are not in a class together with native speakers, the instructor will be required to present the content in a way which is comprehensible to second language learners and in the process use language and tasks at an appropriate level of difficulty. Typically, the instructor will choose texts of a suitable difficulty level for the learners and adjust course requirements to accommodate the learners' language capacities (e.g., by making fewer demands for written assignments).

Adjunct model

In this model, students are enrolled in two linked courses, one a content course and one a language course, with both courses sharing the same content base and complementing each other in terms of mutually coordinated assignments. These courses are often designed to prepare students for "mainstreaming" (e.g., preparing children to enter high schools in English-speaking countries or to enter an English-medium university), and will often contain a focus on the language and vocabulary of academic subjects as well as academic study skills. Such a program requires a large amount of coordination to ensure that the two curricula are interlocking, and this may require modifying both courses.

Skills-based model

This is characterized by a focus on a specific academic skill area (e.g., academic writing) that is linked to concurrent study of specific subject matter in one or more academic disciplines, and hence it has much in common with an ESP (English for Specific Purposes) or EAP (English for Academic Purposes) approach. This may mean that students write

about material they are currently studying in an academic course or that the language or composition course itself simulates the academic process (e.g., mini-lectures, readings, and discussion on a topic lead into writing assignments). Students write in a variety of forms (e.g., short-essay tests, summaries, critiques, research reports) to demonstrate understanding of the subject matter and to extend their knowledge to new areas. Writing is integrated with reading, listening, and discussion about the core content and about collaborative and independent research growing from the core material.

CLIL courses

Advocates of CLIL often describe it with what one reviewer (Paran 2013: 140) refers to as “rather grandiose pronouncements.” The following is typical:

CLIL is a lifelong concept that embraces all sectors of education from primary to adults, from a few hours per week to intensive modules lasting several months. It may involve project work, examination courses, drama, puppets, chemistry practicals and mathematical investigations. In short, CLIL is flexible and dynamic, where topics and subjects – foreign languages and non-language subjects – are integrated in some kind of mutually beneficial way so as to provide value-added educational outcomes for the widest possible range of learners.

(Coyle 2006: 6)

The all-encompassing nature of CLIL courses is seen in Coyle et al. (2010: 18–22), who give the following examples of CLIL courses at primary and secondary level. The first three examples pertain to primary school (ages 5–12) and the remainder to secondary school (ages 12–19).

- *Confidence-building: an introduction to key concepts.* An example is a theme-based module on climate change, which requires 15 hours of learning time involving class-based communication with learners in another country. The class teacher approaches the module using CLIL-designed materials and a networking system.
- *Development of key concepts and learner autonomy.* The example given is subject-based learning on home economics and requires 40 hours of learning time involving translanguaging, where activities are developed through the CLIL models using bilingual materials. Subject and language teachers work together.
- *Preparation for a long-term CLIL program.* An example is an interdisciplinary approach involving a set of subjects from the natural sciences where the learners are prepared for in-depth education through the CLIL model. Subject and language teachers work together following an integrated curriculum.

At the secondary level, some logistical considerations become important, as reflected in the first two examples.

- *Dual-school education.* Schools in different countries share the teaching of a specific course or module using VoIP (Voice over Internet Protocol, e.g., Skype) technologies where the CLIL language is an additional language in both countries.

- *Bilingual education.* Learners study a significant part of the curriculum through the CLIL language for a number of years with the intention of developing required content-learning goals and advanced language skills.
- *Interdisciplinary module approach.* A specific module, for example environmental science or citizenship, is taught through CLIL involving teachers of different disciplines (e.g., mathematics, biology, physics, chemistry, and language).
- *Language-based projects.* This type differs from the models above in that it is the language teacher who takes primary responsibility for the CLIL module. This may be done through international partnerships and is an extension of both content-based and Communicative Language Teaching. The module involves authentic content learning and communication through the CLIL language, and is scaffolded through language-teacher input.
- *Specific-domain vocational CLIL.* Learners develop competence in the CLIL language so that they are able to carry out specific task-based functions which might range from customer service through to accessing and processing information in different languages. Where applicable, this is carried out by content and language teachers working in tandem. It marks a shift away from existing practice, such as teaching language for specific purposes, toward practice which seeks to achieve the same objectives through a closer tie to content teaching and learning. This model has much in common conceptually with the adjunct model used in CBI programs.

Procedure

Since CBI and CLIL refer to an approach rather than a method, no specific techniques or lesson procedures are associated with either model. In a content-driven approach, procedures typically used to teach subject matter in a content class are used, with appropriate adjustments according to the learners' level of language proficiency, as noted earlier in this chapter. In a language-driven approach, procedures more typically used in language courses (e.g., using a communicative or text-based approach) might be used.

An example of a CLIL textbook lesson may be found in the appendix to this chapter.

Conclusion

Content-based approaches in language teaching have been widely used in a variety of different settings since the 1980s and CLIL-based approaches have become increasingly popular in Europe since the late 1990s. Indeed the rapid global spread of CLIL "has surprised even its most ardent advocates" (Maljers, Marsh, and Wolff 2007: 7). CBI and CLIL raise important issues for both teachers and learners. Critics have noted that most language teachers have been trained to teach language as a skill rather than to teach a content subject. Thus, language teachers may be insufficiently grounded to teach subject matter in

which they have not been trained. Team-teaching proposals involving language teachers and subject-matter teachers are often considered unwieldy and likely to reduce the efficiency of both. Similarly, CLIL teachers who are unfamiliar with teaching their subject in a CLIL language may need considerable preparation and ongoing support. Both approaches involve assembling appropriate teaching materials and resources, and supporters of both approaches believe they offer considerable advantages over conventional approaches. However, in the case of CLIL, research to date does not justify the somewhat extravagant claims that are often made for it as a panacea for achieving successful learning of both language and content (Paran 2013). In recent years a growing number of researchers have begun to investigate the nature of the instructional strategies and learning in the domains of language and content in both CBI and CLIL classrooms (e.g., Duff 2001; Lyster, Collins, and Ballinger 2009; Dalton-Puffer 2007, 2011; Lyster 2011). Because of the complexity of the issues involved, the results are often inconclusive and their investigation beyond the scope of this chapter. Many factors relating to the school environment and student population may determine whether CLIL is successful. Advantages are claimed for a CLIL approach in some contexts (e.g., Austria), but not in others (e.g., Belgium [Dalton-Puffer and Smith 2007]). However, given the widespread adoption of CBI and CLIL approaches in many parts of the world, expansion in their use is expected to continue in the years to come.

Discussion questions

1. What are the basic goals of CBI and CLIL? What are some of the similarities? Can you describe some ways in which CBI and CLIL are different?
2. Are on-arrival and mainstreaming programs common in your country? Can you think of an advantage for each of these two groups of combining subject and language instruction?
3. The rationale for CLIL and CBI is not purely pedagogical; economic and political factors (such as the European Union's desire for a lingua franca) also play a role. Give both a positive (beneficial to learners) and a negative (detrimental to learners) example of these economic and political factors for each approach (CLIL and CBI).
4. Lexis lies at the core of CLIL and CBI. Much of it is technical, or specific to the subject being taught. In a sense, much of the lexis could be considered subject-specific terminology that is new to most of the learners, including L1 speakers. For example, it is unlikely that many of the learners in a science class would know the meaning of the word *refractometer*. To what extent can we still speak of language instruction in such cases? Would L2 speakers still have special needs in cases where L1 learners would find the language equally unfamiliar? And if so, how could the needs of L2 learners be taken into account? Discuss with a colleague.
5. What are the *academic* (as opposed to language-related) goals of the program described on pages 125–6?

6. Look at the examples of language (not content) goals of CLIL given on page 124. Which of these appear to be different from most non-CLIL language courses? Which appear to be the same? Discuss with a colleague.
7. You have started teaching a CBI course for the first time this semester and three weeks in some students come to you and say they are not happy with this type of instruction. Having read this chapter, what could be some of the reasons for this? How could you anticipate and deal with them?
8. CBI and CLIL courses can sometimes be rather all-encompassing (see the examples on pp. 131–2). Can you think of any downsides to this? Can you think of other downsides to the implementation of CBI and CLIL?
9. In one university in an English-speaking country, approximately 40% of the 35,000 students have English as an Additional Language (EAL). For many of these students, additional support in English is beneficial. Clearly, it would not be possible, and would probably be inefficient, to teach these students in special language classes. Take one group of students from a particular program (e.g., a student in physics in the faculty of science) and consider the following:
 - a) How would you identify those students' English needs?
 - b) How would you identify what possible language needs exist among L1 speakers and the overlap with the EAL students' needs?
 - c) What type of CLIL provision(s) do you think would be most suitable? (You can use the table on p. 124 and the models for CBI courses presented on pp. 129–31.)
 - d) How should these be implemented (Who should teach them? Will this be a separate program for EAL students or will it be integrated?)?
 - e) What downsides to this approach and possible additional forms of support that will need to be established.
 - f) What professional development needs you might be able to imagine.
10. Work with a colleague and observe a class. Note examples of each of the feedback types described on page 122. Discuss with each other afterwards and identify how these instances may have contributed to students' learning.

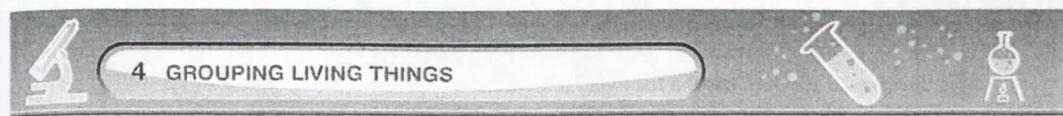
<i>Feedback type</i>	<i>Example</i>	<i>Benefit for learning</i>
Clarification request		
Explicit correction		
Recast		
Elicitation		
Repetition		
Metalinguistic feedback		

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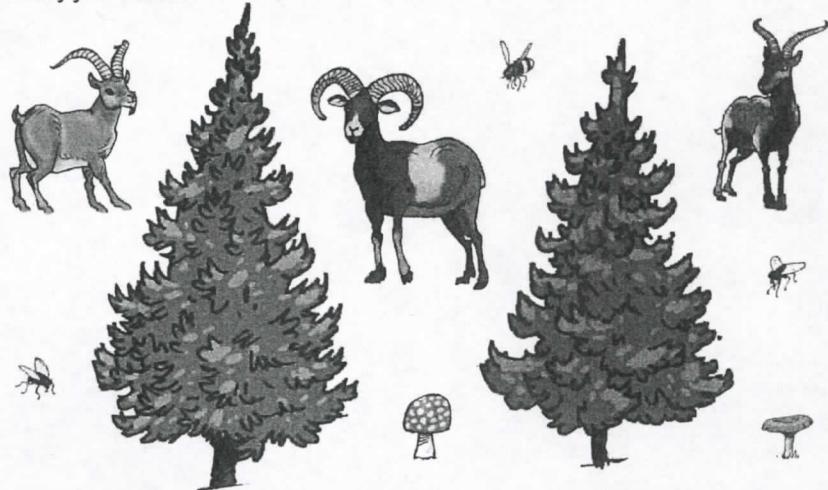
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Appendix: A CLIL lesson



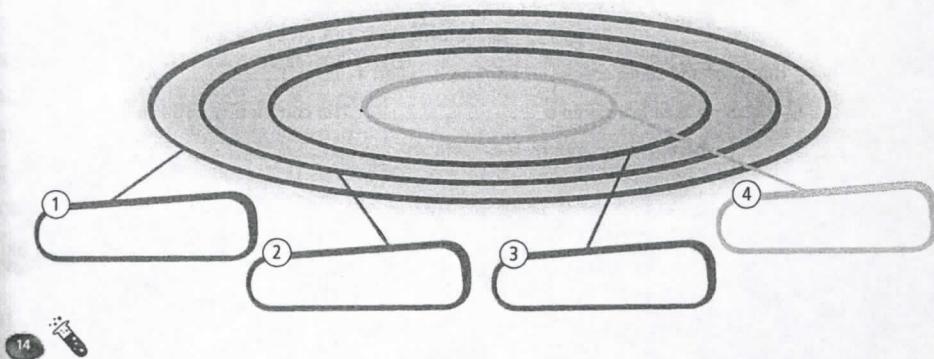
Living things are related to each other.
Let's study how they live together.

- 1 In groups, match the living things that belong to the same species.
Justify your answers.



- 2 Look at the diagram. Use the internet link and write the words in the correct boxes.

COMMUNITY SPECIES ECOSYSTEM POPULATION



DISCOVERING**3 Justify your answers. Use the following sentences.****LANGUAGE HELP**

- The orange group represents the ... because ...
- The next group is the ... because ...
- The brown group ...
- The ...

**HOW INTERESTING!****4 Watch the video and complete the text.**

We can see different _____ such as horses, sheep, vultures and grass in this habitat. A group of horses is called a herd. All the horses in an area are called a _____. The animals we see all live in the same _____, a high mountain area, so they all form a _____.

WE HAVE LEARNED THAT...

Species are groups of _____, _____ or other living things that are able to breed and _____ fertile offspring. The group of animals, plants or other living things of the same species in an area is called a _____. All species which live in the same area are called a _____. The community and the type of _____ where this community lives form an _____.

YOU ARE



DISCOVERING |

15