CLIL san Eoraip - CLIL in Europe

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The origins of CLIL

1995: David Marsh and Anne Maljers coin the term Content & Language Integrated Learning CLIL
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 as an “umbrella” term

- Bilingual Education
- Bilingual Instruction
- Content-based language Instruction
- Developmental Bilingual Education
- Dual-focussed Language Education
- Dual Language Bilingual education
- Dual Majority Language Bilingual Education
- Language Maintenance Bilingual Education
- Extended Language Instruction
- Immersion
- Languages across the Curriculum
- Language-based Content Teaching
- Language bath
- Language-enhanced Content Instruction
- Language-enriched Content Instruction
- Language Shower
- Late Partial Bilingual Programme
- Learning through an Additional Language
- Mainstream Bilingual Education
- Modern languages across the Curriculum
- Multilingual Education
- Plurilingual Education
- Sheltered Language Learning
- Teaching through a Foreign Language

Source: David Marsh
The many faces of CLIL

Source: Uncovering CLIL. Mehisto, Marsh, Frigols.
What does CLIL involve?

- CLIL is a natural approach to language learning, and draws on the theoretical basis of SLA
- In CLIL the content drives the language
- CLIL promotes the acquisition and development of cognitive skills
- CLIL involves social learning
- CLIL is student-centred
- CLIL follows a constructivist approach. It is learning by construction, as opposed to learning by instruction
European Construction, Globalisation & Integration trends

- Economics
- Expert & Grassroots Interest & Demand
- Social Inclusion
- Future-oriented Educational Adaptation

CLIL: A European solution for a European need
Council of Ministers of Education Resolution
31st. March 1995

Emphasizes:

- the importance of a qualitative improvement of UE educational systems as regards language learning
- promoting methods for innovative education both in schools and higher education
- teacher training in languages for teachers of non-linguistic areas
Council of Europe Resolution
14th February 2002

“The Council invites the Member States:

- to take the measures to offer pupils the opportunity to learn two or more languages in addition to their mother tongue(s)
- to promote the application of innovative pedagogical methods, in particular also through teacher training”
There is a need for greater public awareness of the benefits of the CLIL approach and the contribution it could make to enhance individual and societal prosperity and social cohesion.
The promotion of CLIL could lead to increasing student and workforce mobility, thus reinforcing European citizenship.

Promotional bodies at national and EU level would be helpful to contribute towards the introduction, development, co-ordination and expansion of CLIL throughout the European Union.
COUNCIL OF THE EUROPEAN UNION
Brussels, 3 May 2005

LUXEMBOURG PRESIDENCY POSITION ON PLURILINGUAL EDUCATION

- Specific CLIL training for teachers and educational administrators should be encouraged.

- Ways of acknowledging CLIL participation of learners at different educational levels are to be investigated.
COUNCIL OF THE EUROPEAN UNION
Brussels, 3 May 2005

LUXEMBOURG PRESIDENCY POSITION
ON PLURILINGUAL EDUCATION

- A wide range of languages should be promoted as a medium for CLIL initiatives.

- The exchange of information and scientific evidence on good CLIL practice should be encouraged at European level.
CLIL implementation in Europe has been steady but uneven.

CLIL type provision varies among countries depending on each country specific linguistic situation:
- Linguistic needs of population
- Degree of linguistic awareness of population, administrative and political bodies
- Degree of autonomy of Education bodies
- Quantity/quality of infrastructures
- Availability of qualified teachers
- Flexibility of curricula
Content and Language Integrated Learning (CLIL) at School in Europe