

Cambridge University Press

978-0-521-13021-9 - CLIL: Content and Language Integrated Learning

Do Coyle, Philip Hood and David Marsh

Frontmatter

[More information](#)

---

## **CLIL**

Content and

Language Integrated Learning

Cambridge University Press  
978-0-521-13021-9 - CLIL: Content and Language Integrated Learning  
Do Coyle, Philip Hood and David Marsh  
Frontmatter  
[More information](#)

---

# CLIL

## Content and Language Integrated Learning

DO COYLE  
PHILIP HOOD  
DAVID MARSH



Cambridge University Press  
978-0-521-13021-9 - CLIL: Content and Language Integrated Learning  
Do Coyle, Philip Hood and David Marsh  
Frontmatter  
[More information](#)

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore,  
São Paulo, Delhi, Dubai, Tokyo

Cambridge University Press  
The Edinburgh Building, Cambridge CB2 8RU, UK

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9780521130219](http://www.cambridge.org/9780521130219)

© Cambridge University Press 2010

This publication is in copyright. Subject to statutory exception  
and to the provisions of relevant collective licensing agreements,  
no reproduction of any part may take place without the written  
permission of Cambridge University Press.

First published 2010

Printed in the United Kingdom at the University Press, Cambridge

*A catalogue record for this publication is available from the British Library*

*Library of Congress Cataloguing in Publication data*

Coyle, Do, 1952–

CLIL : content and language integrated learning / Do Coyle, Philip Hood, David Marsh  
p. cm.

ISBN 978-0-521-11298-7 (hardback) — ISBN 978-0-521-13021-9 (pbk.)

1. Language and languages—Study and teaching—Europe 2. Language arts—

Correlation with content subjects—Europe 3. Education, Bilingual—Europe. I.

Hood, Philip, 1951– II. Marsh, David, 1956– III. Title. IV. Title: Content and  
language integrated learning.

P57.E9C69 2010

418.0071904—dc22

2009048607

ISBN 978-0-521-11298-7 Hardback

ISBN 978-0-521-13021-9 Paperback

Cambridge University Press has no responsibility for the persistence or  
accuracy of URLs for external or third-party internet websites referred to in  
this publication, and does not guarantee that any content on such websites is,  
or will remain, accurate or appropriate. Information regarding prices, travel  
timetables and other factual information given in this work are correct at  
the time of first printing but Cambridge University Press does not guarantee  
the accuracy of such information thereafter.

# Contents

*Acknowledgements* vii

*Preface* ix

**1 A window on CLIL** 1

1.1 What is CLIL? 1

1.2 The development of CLIL 2

1.3 What are the driving forces behind CLIL? 6

1.4 Why is CLIL relevant to contemporary education? 9

1.5 Why is CLIL relevant to the teaching profession? 10

*References* 12

**2 Curricular variation in CLIL** 14

2.1 Operating factors 14

2.2 Scale 15

2.3 Examples of curricular models 16

*References* 26

**3 CLIL as a theoretical concept** 27

3.1 Connecting content learning and language learning 27

3.2 Language learning and language using 32

3.3 From cultural awareness to intercultural understanding 39

3.4 Integrating content and language learning: A holistic view 41

*References* 45

**4 The CLIL Tool Kit: Transforming theory into practice** 48

Stage 1: A shared vision for CLIL 49

Stage 2: Analysing and personalizing the CLIL context 52

Stage 3: Planning a unit 53

Stage 4: Preparing the unit 65

Stage 5: Monitoring and evaluating CLIL in action 67

Stage 6: Next steps – Towards inquiry-based professional learning communities 69

*References* 72

APPENDIX: CREATING A TOOL KIT 74

vi CLIL: Content and Language Integrated Learning

---

- 5 Evaluating and creating materials and tasks for CLIL classrooms 86**
  - 5.1 Factors influencing materials and task evaluation and design 87
  - 5.2 Evaluating, assembling and modifying materials 92
  - 5.3 Creating materials 101
  - References 109*
  
- 6 Assessment issues in CLIL 112**
  - 6.1 What are the main issues for assessment in CLIL? 114
  - 6.2 Assessment in action: Examples of practice 120
  - 6.3 Peer- and self-assessment 128
  - 6.4 Summary of assessment principles 129
  - References 131*
  
- 7 Evaluating the impact of CLIL programmes 133**
  - 7.1 The research background: How far is immersion research applicable to CLIL? 133
  - 7.2 A template for evaluations 135
  - References 149*
  
- 8 Future directions 153**
  - 8.1 Globalization and change 154
  - 8.2 Integrating language across the curriculum 159
  - 8.3 Sustainability and teacher education 161
  - 8.4 Growth of teacher-led learning communities 163
  - 8.5 Expanding evidence-based research 165
  - References 166*
  
- Index 170*

## Acknowledgements

The authors have been working in education for many years. Over this time, our paths have often crossed, and we have found ourselves working together in very different situations. In these situations we have encountered many people from different walks of life, from professionals in education through to children, young people and older learners in classrooms. Early on we came to realize that ‘meetings of minds’ brings about a very special form of synergy which is not only personally rewarding but also professionally enriching. The fact that this has involved people from across the globe living and working in different cultural contexts has also enabled us to work and embrace diversity as a source of creativity and innovation. This publication includes the voices of many of these people, because it is based on our long experience of collaboration and connection. ‘Without bridges we would all be islands’, and we are grateful for the opportunity to work with those many outstanding professionals who have helped us on our own learning curves in understanding the implications of this educational approach. There are far too many people to thank personally, so we wish to express our gratitude to all those that we have encountered for insight, advice, feedback and friendship.

There is now a professional community of CLIL practitioners, researchers and others which is growing in size and scope across the world. We wish to thank many of those people who have developed CLIL at the interface of practice in schools and classrooms, and through the reporting of research and forming of an evidence base for CLIL. The sharing of ideas and insights has been instrumental in forging this community and we are deeply grateful to be a part of the networks within it.

There are some field-based experts who have been particularly important in the development of our understanding of the potential and applications of CLIL. Many of the ideas incorporated in these pages have been discussed, applied and otherwise adapted as a direct result of close interaction, and we appreciate you all as individuals for influencing our thinking. In particular, we would like to thank teachers and trainers from Catalonia who have provided many examples in the book, and the trainee teachers ‘BILDers’, who were among the pioneer newly qualified CLIL teachers in Europe to be trained. For many years, CLIL has been an emergent process and because of our close and frequent professional contacts there is inevitably a natural interweaving of ideas, and we express our warmest thanks to all those who have contributed directly or indirectly to this publication.

Our sincerest thanks to the team at Cambridge University Press, who have given considerable support throughout the process, and often shown great patience, especially Anna Linthe, Alyson Maskell and Jane Walsh.

Finally, we would like to acknowledge the support of our families, who have so often been neglected whilst we have been working in different countries and juggling the complexities of our own working lives.

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

p31 the table from *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* by Lorin W. Anderson and David R. Krathwohl (eds), Longman, 2001; Text on p34 reproduced by permission of Bernard Mohan taken from *Language and Content: Second Language Professional Library*; Text on pp80–83 reproduced with permission by Florià Belinchón Majoral; Text on p91 taken from 'The art of playing a pinball machine: Characteristics of effective SLA-tasks', by Gerard Westhoff, published by *Babylonia*. Reproduced with permission; Text on p99 taken from *Teaching Mathematics and Science to English Language Learners* by Denise Jarrett, published by Northwest Regional Educational Laboratory; Text on pp102–3, 108–9, 122, 125, 127–8 and 130 was developed within the framework of the paid-study-leaves programme of the Department of Education of Catalonia; Text on p113 reproduced from 'Monitoring language skills in Austrian primary (elementary) schools: A case study', by Renate Zangl, published by *Language Testing*, Sage, 2000.

## Preface

This book is intended for readers who not only want to widen their understanding of Content and Language Integrated Learning (CLIL), but also wish to engage with pedagogic issues, including strategies and techniques for introducing and developing the approach in classrooms and other learning environments. Subject and language teachers across sectors and age groups, teacher trainers, administrators and researchers will all find information on CLIL which supports both awareness raising and building on practice as well as providing access to very specific forms of knowledge and insight.

As authors, we have been involved with CLIL since its emergence as a concept in the early 1990s. From then on, each of us has been involved with different aspects of CLIL practice, including teaching, teacher training, transnational research, programme review, development of pedagogies and materials. After some 20 years of being at the cutting edge of this innovation in education, we have come together to produce *CLIL: Content and Language Integrated Learning*, the first publication which investigates the theories and practices of CLIL pedagogies in an in-depth way, whilst raising ‘big’ questions – and at times awkward and difficult ones – for key stakeholders.

Our aim has been to show *why* CLIL continues to establish itself as excellent educational practice, and *how* it can be introduced and developed across very different types of schools and classrooms. Innovation is often messy, because it involves complex processes. If a single blueprint for CLIL were feasible, then plenty of step-by-step guides would have been available years ago. However, the complexities of CLIL, and particularly the importance of the context in which it is situated, demand an understanding of the *why* and *how*. We know that CLIL must take account of local and regional needs as well as national and transnational exigencies which evolve from more generalizable rigorous principles. There has been a steep learning curve for those involved, including ourselves. However, we are now at a stage where it is possible to step back, look at the CLIL approaches which have taken root and flourished, and describe these for those readers who want to see the bigger picture and become part of it.

Innovation means changing the *status quo*. The chapters in this book confront the concerns and downsides which teachers and other decision makers and practitioners face when trying to bring about change in the curriculum. CLIL is not simply another step in language teaching, or a new development in content-subject methodology. We see CLIL as a fusion of subject didactics, leading to an innovation which has emerged as education for modern times. Yet, for CLIL to lead to high-quality learning, a sometimes major rethink of

how we teach what we teach is often needed. This book offers a realistic picture of what is involved, along with proven tools for achieving success.

The book can be divided into three broad sections: the background to CLIL, classroom practice, and ways of sustaining and critically evaluating CLIL. In the first section, **Chapters 1 and 2** provide background to the CLIL ‘movement’ and explore different curricular models and variations of CLIL involving primary, secondary, tertiary and vocational contexts. Readers are provided with an overview of how CLIL currently operates across different sectors, in order to set the scene for the remainder of the book.

The next and largest section focuses on classroom practice. The chapters provide theories, principles, ideas, practical suggestions and arguments to inspire readers to reflect, debate and discuss their own practice and that of others and to continue pedagogic dialogue – as we say throughout the book, there are no ‘easy’ answers, but there are plenty of avenues to explore. **Chapter 3** lays the theoretical foundation for classroom pedagogies and introduces accessible perspectives on the planning and implementation of CLIL. **Chapter 4** provides practical examples for translating this theory into practice through the CLIL Teacher’s Tool Kit. The Tool Kit grew out of work with groups of practitioners in the 1990s and has been evolving ever since, making it a tried and tested teacher resource for use at every stage of a school’s CLIL development. Further materials are given in the appendix to this chapter. **Chapter 5** addresses the problem of the lack of available teaching materials by exploring principles for specific materials design and adaptation of existing resources. The complex issue of assessment is addressed in **Chapter 6**, in which arguments for a range of assessment approaches are illustrated with classroom examples, based on ideas and practice from teachers.

The final section returns to a broader view of CLIL which focuses on its sustainability and future development. **Chapter 7** suggests ways of reflecting on CLIL programmes and evaluating their impact systematically – a crucial stage in sustaining CLIL and ensuring high-quality experiences for learners. Finally, **Chapter 8** looks to the future in terms of social, cultural and economic developments, and positions CLIL as having the potential to play a major role within educational systems across the globe.