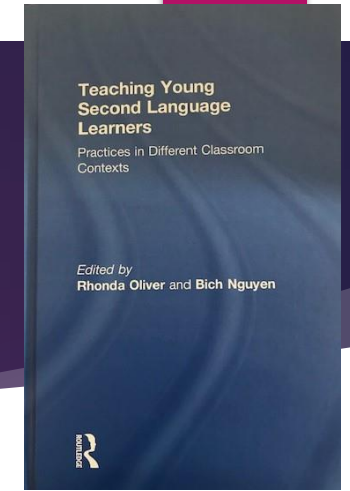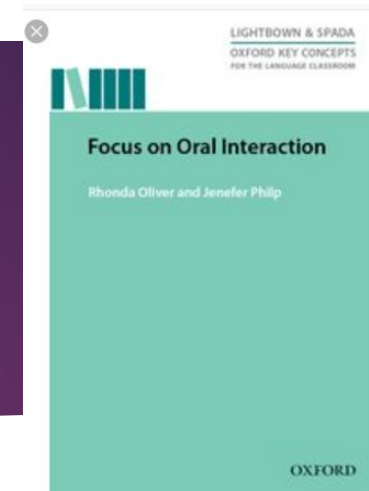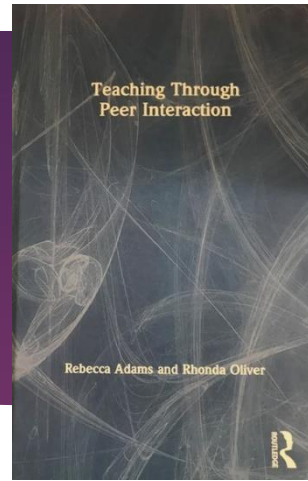# Using CLIL to teach a second language: Will it work for EALD learners?

Rhonda Oliver, Curtin University

Who am I?

- Frequent visitor to SEAMEO Retrac

- ESL teacher of children

- SLA researcher – mostly of younger learners

- Task-based and CLIL researcher

- Me as a supporter of EALD teachers and students

Background

- What is CLIL?

- Content and Language Integrated Learning (CLIL) where language teaching is combined with content teaching – attains a "dual focus" (Coyle, Hood, & Marsh, 2010, p. 1)

- CLIL is practiced by language teachers in North America, Asia, and Europe (Lyster, 2017).

- In the current study, art, mathematics, and science were taught using Mandarin as the language of instruction.

- In Australia approximately 300 teachers, using a range of second languages, practice this approach across the nation (R. Cross, PC).

Advantages of CLIL

- Foreign language (FL) teaching in many school contexts is often just another subject in an often crowded curriculum.

- CLIL addresses a concern that the separation of language and content "may deprive students of opportunities to focus on specific features of language at the very moment when their motivation to learn them may be at its highest" (Lightbown, 2014, p. 30).

- It is more efficient and purposeful than occurs in traditional FL pedagogy (Dalton-Puffer, 2011; García Mayo & Lázaro Ibarrola, 2015; Muñoz, 2007).

- It has an inherent flexibility and exists in different guises – it can be adapted to the learners, teachers, context, and available resources of different schools (Truckenbrodt & Cross, forthcoming)

Second Language acquisition

▶ A variety of theories are used to explain SLA in CLIL

▶ This study is framed within the interactionist paradigm (see Long, 1996) – We examined the interactions that occurred during CLIL instruction and whether they involved features facilitative of SLA.

▶ In particular we examined occurrences of:

- Comprehensible Input (meaning focused input, including teacher repetitions, comprehension checks)

- Comprehensible output (meaning focussed output including student repetitions);

- Corrective feedback (including confirmation checks, clarification requests, recasts, prompts, metalinguistic comments); and

- Focus on form

▶ We also looked at use of L1 by the teachers and the students

Case study school

- CLIL was introduced to the target school seven years ago beginning with the pre-primary students and it now extends to students in Grade 5.
  - Large proportion of student population has English as their first language (L1)
  - The school does have students from other L1 backgrounds (≈ 29%, including approximately 14% who have Mandarin as their L1)

- Math, science and, art are taught using Mandarin

  (The focus of this presentation is CLIL for math and science)

- The teachers collaborate with each other as a 'language team' and with the content specialist to plan their lessons.

Meaningful Input (MFI)
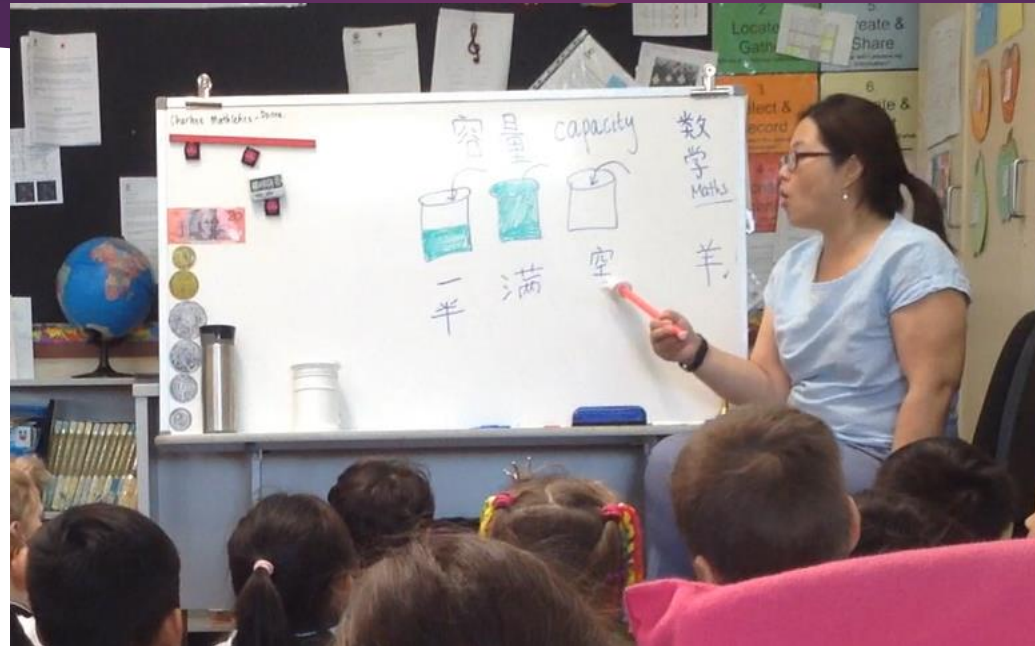
The teacher pointed to the first container and said: "一半" (half).

Repetition as MFI

The teachers used repetition as a way to give the students a 'second look' at the input e.g.,

Teacher: 第一个. 滚，滚，滚。 (*The first one. Roll, roll, roll*)
The teacher raised her arms parallel to her shoulder and made a rolling action with her hands.

Students: 滚，滚，滚。(*Roll, roll, roll.*)

Teacher: 第二个. 滑，滑，滑 。(*The second one. Slide, slide, slide.*)
    Again the teacher uses her hands to demonstrate the action.

Students: 滑，滑，滑。 (*Slide, slide, slide.*)

Teacher: 好，我们看这个圆柱体。可不可以滚滚滚。林老师展示给你们看一下。   (*OK, Look at the cylinder. Can it roll? Let me show you.*)

Checking understanding

Teacher: 小鸡**从**鸡蛋里（孵）出来。这个过程叫孵化。懂吗？

(The chicken will come out of the hole. The procedure is called hatching. Do you understand?)

Meaningful Output

The teacher is introducing the metric system to her Grade 3 class. She has described which countries use it and then showed the class a measuring cup and uses scaffolding to support the students' production:

The teacher points to the scale "1 litre" and says：这个是什么单位？ *(What is it?)*

Many students: 一升*(1 litre)*。

Teacher: 那旁边这个是什么单位？ *(What is it next to litre?)*

Some students: 毫升 *(millilitre)*。

The teacher gives a thumbs up and says：真棒 (very good).

Child 1: 一千毫升 *(1000ml)*.

Teacher: 对了。一升等于多少毫升？ *(Right. How much milliliters equals one liter?)*

Many students: 一千毫升*(1000ml)*.

Corrective Feedback

Recast

Child: 后面 (*back*).

Teacher: 向后 (*Backward*)

Confirmation check

Child: 这个...这个像...Egypt (*The word Egypt is said in English*) 那个... (*It...likes...Egypt...*)

Teacher: 像埃及**金字塔**，是吗? (*Is it like an Egyptian Pyramid?*) 。

Clarification request

Child tried to ask a question in Chinese: "赖老师，今天的...塑料...白色..." (Lai Laoshi, today...plastic...white...)

Teacher: "什么东西 ?" (Pardon ?)

Corrective Feedback (continued)

Explicit correction

Child: 二(èr)点。 *(2 o'clock)*

Teacher: 没有 '二(èr)'点。 *(Not '(èr)'.*

Metalinguistic comment

The class has been discussing families.

The teacher records the family members of one student on the whiteboard and directs the class

Teacher: 这些都是女孩，看到吗 *(Look, they are all girls.)*

When one child comments: 男孩 *(Boy).*

The teacher points to the components of the characters and says: 女。妈妈，女孩女孩。姐姐，女孩女孩，妹妹，女孩女孩。 *(Female. Mum is female. The sisters are female.)*

Focus on form

Child: Fire?

Teacher: 那是火 (No. The word for fire is Huǒ in Chinese.)

(Note: Overlap with CF)

Here the teacher is using tongue twisters to get the children's attention, but she does finish asking who can repeat "clearly"

Teacher/ students: 四是四，十是十。

(Four is four. Ten is ten.)

Teacher/ students: 十四是十四，四十是四十。

(Fourteen is fourteen. Forty is forty.)

Teacher: 谁能分得清，请来试一试。

(Who can say them clearly, please have a try)

Teacher and student use of L1

The teachers' use of English, albeit minimal (0.79 times per hour), may have served a crucial role in helping students to comprehend new content, e.g.,

Teacher: 什么是 scale? 你解释一下。 *(What is a scale? Can you tell us what it is used to do?)*

Student: It indicates how long it is …you feel like…

Teacher: 这条线我们用尺子来量一下，它是十八厘米。那么在现实生活是十八厘米吗？不是。应该是多少？十米。所以这是什么？ *(I use the ruler to measure the line. It is 18cm. But is it 18cm in real life? (Pause) No, it isn't. How long is it in real life? Ten meters. So what is it?)*

Students: No reply.

Teacher: Is it a scale?

Total interactional moves (cumulative)

	hrs	MFI	MFO	CF	FonF	TL1	SL1
Grade 1	48	304	101	54	44	46	84
Grade 2	46	318	63	103	47	16	93
Grade 3	44	226	45	96	66	19	121
Grade 4	26	194	46	52	41	49	70
total	**164**	**1042**	**255**	**305**	**198**	**130**	**368**

▶ The CLIL approach was effective in that it provided learners with abundant opportunities facilitative of L2 learning.
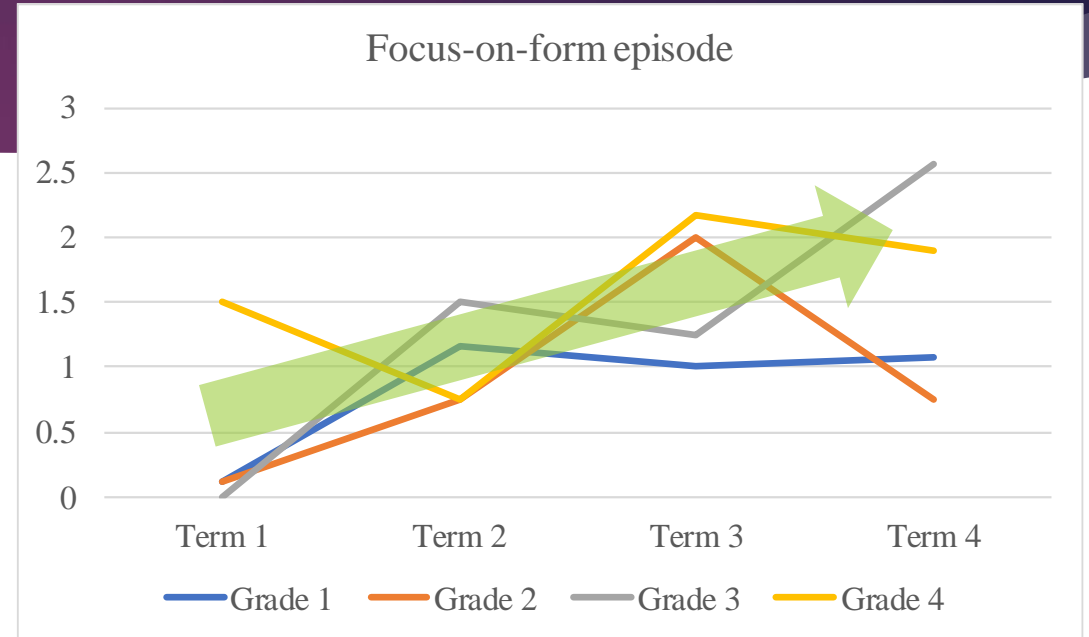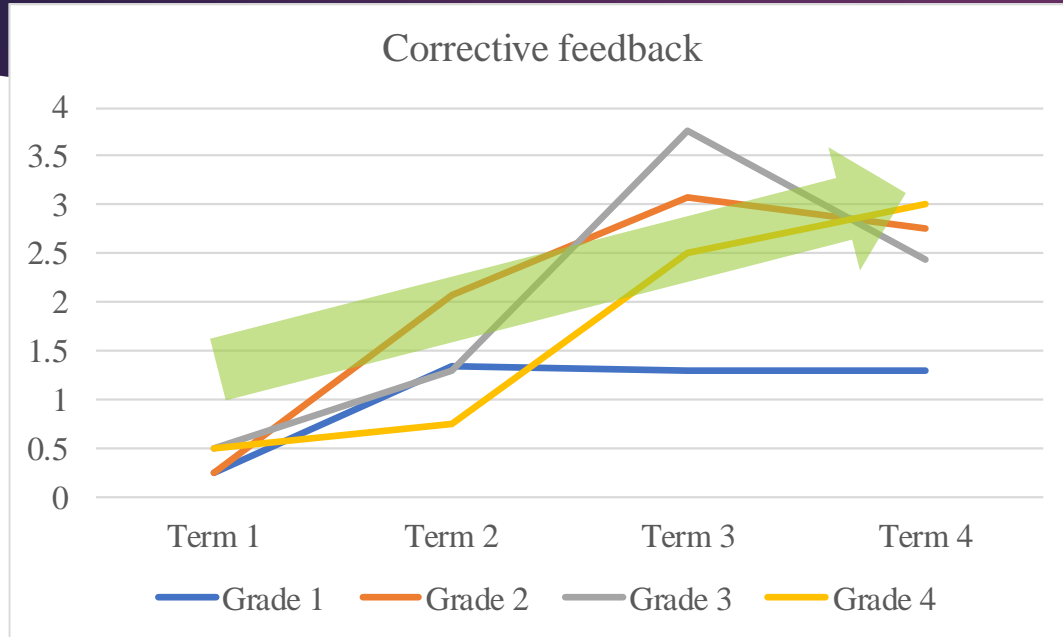
MFI and MFO

* All graphs represent average hourly use.
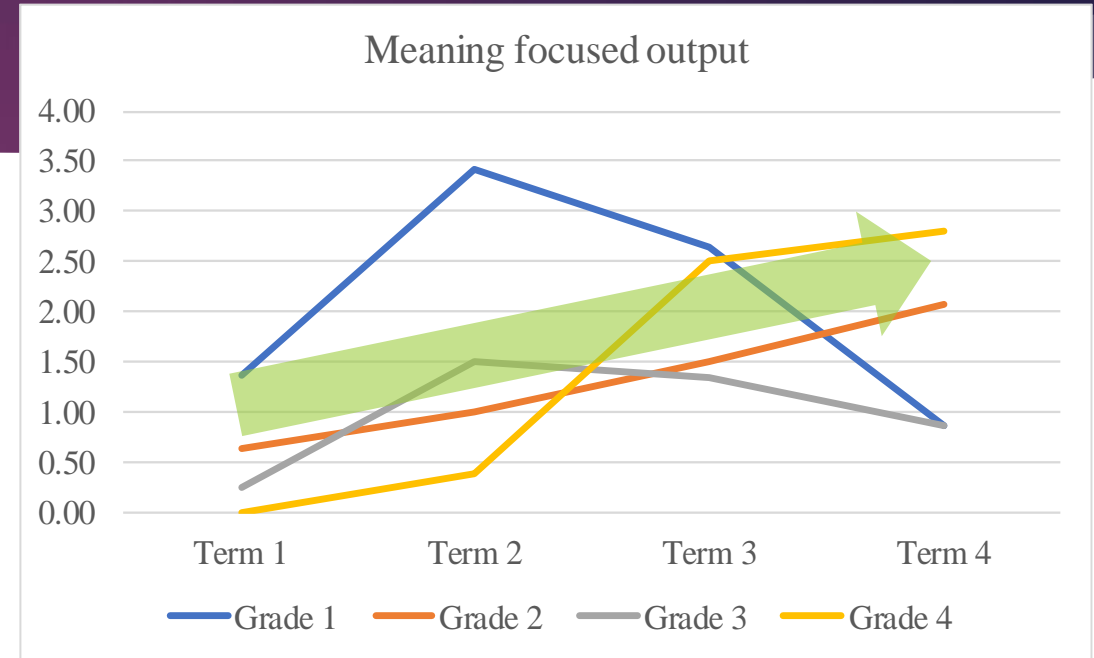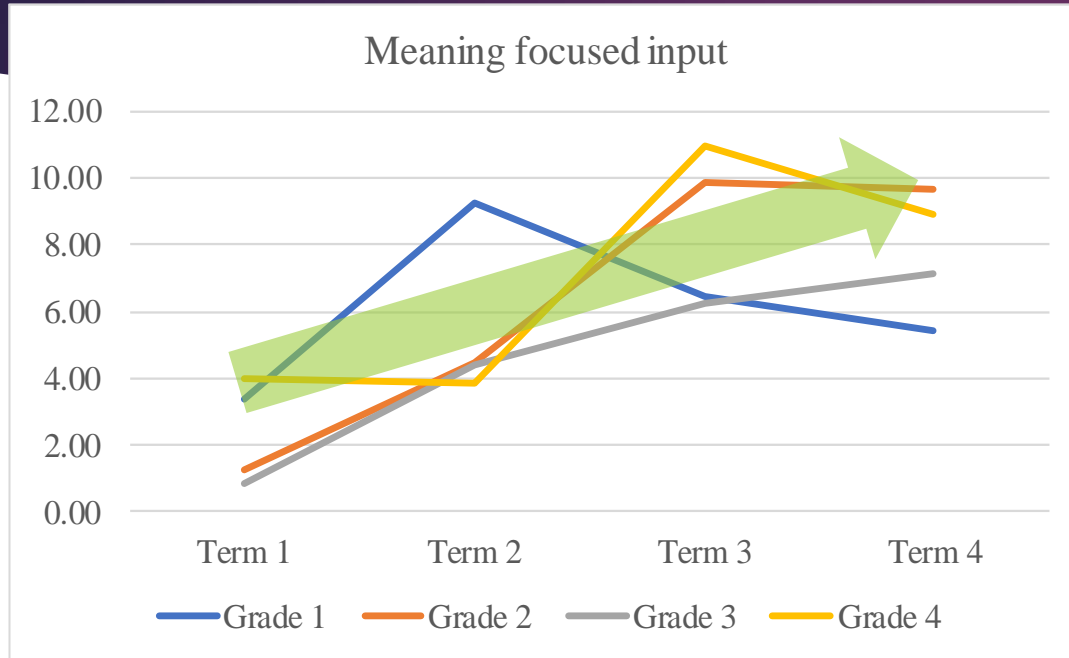
- ▶ MFI increased over time (except Grade 1 teacher)
- ▶ Grades 2 and 4 students increased MFO over time but not Grades 1 and 3 students' increase stopped at Term 2.
- ▶ Indicative of the relationship between MFI and MFO?

Corrective feedback and FonF

- Teachers increasingly drew students' attention to language form
- But Grade 1 teacher's increase stopped at Term 2

Conclusion

▶ Teachers promoted meaningful use of the target language in the CLIL classes.

▶ Teachers gave instruction focusing on L2 form as well.

▶ Although the interactions appeared somewhat restricted at times due to the limited Mandarin proficiency of the students, over the course of the year these interactional features cumulatively benefitted the students.

▶ Possibly, the age factor was related to the difficulty of content in each grade.

Impact on English

NAPLAN:
Students studying using CLIL have attained similar/higher results in NAPLAN than did the previous year's students (taught traditionally), and in fact, have shown improvement in literacy.

谢谢
Thank you!