

Index

- 4Cs Framework 41–2, 49, 53–65, 87, 92
- additional language 1
 education in 2, 6–7
- affective evaluation of CLIL programmes 136, 137, 141–6
- Anglophone countries, future directions for CLIL 155
- anxiety in CLIL students 89–90, 98–9, 137 *see also*
 affective evaluation of CLIL programmes
- artificial intelligence 3
- Assessment for Learning (AfL) 113
- assessment issues in CLIL (classroom assessment)
 112–31
 alternative assessment formats 123–8
 assessing content 116–19
 assessing language 119–20
 examples of practice 120–8
 formative assessment 112–14
 language or content question 115–20
 main issues to consider 114–20
 matching information 124–5
 peer-assessment 128–9, 130
 productive assessment tasks 125–8
 self-assessment by students 128–9
 sharing objectives 121–2
 sharing success criteria 121–2, 128–9
 summary of principles 129–31
 summative assessment 112–13
 task-mastery approach 112
- audio-lingual approach 32
- authenticity in the classroom 11–12
- ‘banking model’ of knowledge transmission 28
- Basque Country, trilingual education 9, 155
- behaviourism 3
- BICS (Basic Interpersonal Communication Skills) 133
- bilingual education 1, 6, 133, 134–5
- Bloom’s taxonomy of thinking processes 30–1, 100
- CALP (Cognitive Academic Language Proficiency)
 133
- Canada
 immersion programmes 6, 7–8, 9, 34, 35, 91
 official languages 7–8, 9
- classroom assessment *see* assessment issues in CLIL
- CLIL (Content and Language Integrated Learning)
 advantages of the approach 10–12
 as a form of convergence 4–5
 authenticity in the classroom 11–12
 challenges for contemporary education 9–10
 definition 3–4
 educational approach 1–2
 fusion of language and subject education 1–2
 language learning and language acquisition 11–12
 learners’ cognitive development 10–12
 motivational benefits 11–12
 natural use of language 11–12
 need for education systems to adapt 9–10
 new technologies and learners’ mindset 9–10
 origin of the term 3
 range of vehicular languages 9
 relevance to contemporary education 9–10
 relevance to the teaching profession 10–12
 scientific validation 6
 vehicular language 1
- CLIL Matrix 43–4, 49, 67–9
- CLIL planning *see* CLIL Tool Kit
- CLIL programme evaluation *see* evaluating CLIL
 programmes
- CLIL Tool Kit 48–85, 87
 4Cs Framework 49, 53–65
 approach to CLIL practice 48–9
 CLIL Matrix 67–9
 creating a Tool Kit (illustration) 74–85
 global goals for a CLIL programme 50–1, 66, 79, 80
 Language Triptych 49, 59–63
 lesson plan (example) 80–3
 LOCIT (Lesson Observation and Critical Incident
 Technique) 69–72
 mind maps of example units 56–67, 79
 unit checklist 84–5
- cognition (4Cs Framework) 41–2, 54, 58
- cognitive development, CLIL learners 10–12
- cognitive engagement 29–32
- cognitive processing and learning 2–3, 90–2
- communication (4Cs Framework) 41–2, 54, 55, 59–63
- communicative approaches to language learning 32–5
- communicative language teaching movement 5
- competence-based education 156–7
- comprehensible input concept 91–2
- connectionism 32, 147–8
- constructivist educational practice 10
- content (4Cs Framework) 41–2, 53, 55–8
- content-based instruction (CBI) 54

Cambridge University Press

978-0-521-11298-7 - CLIL: Content and Language Integrated Learning

Do Coyle, Philip Hood and David Marsh

Index

[More information](#)

- content-based language learning 6
- content-based language teaching 1
- content-compatible language 36, 59, 60
- content-obligatory language 36, 59, 60, 61
- content of learning 27–8
- context (4Cs Framework) 41–2
- corpus of language, building 60
- Critical Incident Technique (CIT) *see* LOCIT
- cultural identity and language 155
- culture
 - in 4Cs Framework 41–2, 54–5, 64
 - intercultural understanding 39–40, 158
 - links with thinking and language 39–40
 - pluricultural understanding 54–5
- curricular models of CLIL 16–26
 - adjunct CLIL 25
 - bilingual education 21, 23
 - contextual variables 14, 17
 - dual-school education 21, 23
 - immersion models 16
 - interdisciplinary module approach 21, 23
 - language-based projects 22, 23
 - language-embedded content courses 25
 - plurilingual education 24–5
 - pre-school (3–6 years) 16, 18
 - primary (5–12 years) 18–20
 - reasons for introducing CLIL 14, 17
 - secondary (12–19 years) 20–3
 - specific-domain vocational CLIL 22, 23
 - tertiary (higher education) 23–6
- curricular variation in CLIL
 - achievement targets 14
 - assessment processes 15
 - contextual variables 14, 17
 - extensive instruction through the vehicular language 15
 - extra-curricular links 14
 - influence of operating factors 14–15
 - integration of content and language 14
 - partial instruction through the vehicular language 15–16
 - reasons for introducing CLIL 14, 17
 - scale of the CLIL programme 15–16
 - teacher availability 14
 - time available 14
 - translanguaging 15–16
- curriculum design, integrating language 159–61
- deep learning 39
- development of CLIL
 - cognitive processing and learning 2–3
 - demands of the present day 2–3
 - education in an additional language 2
 - education in the Knowledge Age 5–6
 - empowering learners 5–6
 - form of convergence 4–5
 - historical links 2
 - influence of globalization and convergence 2, 5–6
 - need for improved learning results 4–5
 - origins and definition 3–4
 - range of influences 2–3
 - socio-cultural, constructivist perspectives on learning 3
- Dewey, John 153
- dialogic learning using the vehicular language 35–8
- Diamond 9 activity 50–1
- diversity, supporting 157–61
- driving forces behind CLIL
 - changing classroom demographics 7
 - education in an additional language 6–7
 - educational language policies 6–7
 - global demand for learning English 8–9
 - multilingualism in Europe 8
 - national unity and language 7–8, 9
 - official language policies 6–8
 - plurilingual nature of Europe 8
 - proactive reasons for interest 7–9
 - reactive reasons for interest 6–7
 - weaknesses in European language education 8
- education
 - evolution in the Knowledge Age 153–4
 - in an additional language 6–7
 - influences on theory and practice 3
- educational language policies 6–7
- English
 - as a vehicular language 9
 - as adopted official language 6
 - emergence as a global lingua franca 23–4
 - global demand for learning 8–9
- English as an Additional Language (EAL) 1, 54, 159
- English for Specific Purposes 134
- ESL Standards 134
- EU language teaching agreements (MT+2) 155
- Europass Language Passport 157
- Europe, multilingualism and plurilingualism 8, 157–8
- evaluating CLIL in action 67–9
- evaluating CLIL programmes 133–49
 - affective evidence 136, 137, 141–6
 - applicability of immersion research 133–5
 - learning process evidence 136, 137–8, 146–7
 - materials and task evidence 136, 137–8, 147–8
 - performance evidence 136–7, 138–41
 - process evidence 136, 137–8, 146–7
 - research background 133–5
 - template for evaluations 135–49
 - type/token ratio for a text 140–1
- extrinsic forms of motivation 89
- focus on form (grammar) and/or meaning 32–5
- formative assessment 112–14
- French immersion programmes, Canada 6, 7–8, 9, 34, 35, 91
- Fuller, Richard Buckminster 4, 5
- future directions for CLIL 153–66
 - Anglophone countries 155
 - choice of language for instruction 155
 - competence-based education 156–7

Cambridge University Press

978-0-521-11298-7 - CLIL: Content and Language Integrated Learning

Do Coyle, Philip Hood and David Marsh

Index

[More information](#)

172 CLIL: Content and Language Integrated Learning

- cultural identity concerns 155
- EU language teaching agreements (MT+2) 155
- expanding evidence-based research 165–6
- globalization and change 154–8
- integrating language across the curriculum 159–61
- international convergence and national priorities 154–6
- lifelong learning 157
- link with educational evolution 153–4
- plurilingual citizens in multilingual societies 157–8
- professional learning communities 163–5
- Q-value of different languages 155
- range of vehicular languages 156–7
- role in the Knowledge age 153–4
- supporting diversity 157–61
- sustainability of CLIL 161–3
- teacher education 161–3
- teacher-led learning communities 163–5
- General Agreement on Trade in Services (GATS) 23–4
- general learning theories 3, 32
- global demand for learning English 8–9
- global goals for a CLIL programme 50–1, 66, 79, 80
- globalization
 - and change 154–8
 - influence on language and content teaching 2
 - Knowledge Age society 5
- grammar–translation approach 32
- higher-order thinking 29–30
- immersion models of CLIL 16
- immersion programmes 1
 - Canada 6, 7–8, 9, 34, 35, 91
 - research 133–5
- input–output approach 32
- inquiry-based approach to practice 44–5
- inquiry-based professional learning communities 69–72
- instrumental motivation 88–9
- integration mapping *see* 4Cs Framework
- integrative motivation 88–9
- interactionism 32
- intercultural understanding 39–40, 158
- international convergence and national priorities 154–6
- intrinsic forms of motivation 89
- Knowledge Age
 - change within educational systems 5–6
 - evolution of education 153–4
 - key performance drivers 5
 - learners' mindset 9–10
 - role of CLIL 153–4
- Knowledge Triangle 5
- language education, weaknesses in Europe 8
- language learning and language acquisition 11–12
- language learning and language using 32–8, 59–63
- language *of, for* and *through* learning 36–8, 59–63
- Language Triptych 36–8, 49, 59–63
- late immersion programmes 133, 134
- 'learning brain' studies 3, 10
- learners
 - cognitive development using CLIL 10–12
 - empowerment of 5–6
 - mindset of 9–10
 - self-view and motivation 89
- learning and cognitive processing 2–3
- learning of content 28–32
- learning process evidence, evaluating CLIL
 - programmes 136, 137–8, 146–7
- lesson plan for CLIL (example) 80–3
- lifelong learning 157
- literacy and literacies 160–1
- LOCIT (Lesson Observation and Critical Incident Technique) 69–72
- LOTE (Languages Other Than English) 9
- materials and task evidence, evaluating CLIL
 - programmes 136, 137–8, 147–8
- materials and tasks for CLIL classrooms 86–109
 - affective factors 88–92
 - avoiding anxiety in students 89–90, 98–9
 - cognitive processes in learning 90–2
 - comprehensible input 91–2
 - creating materials 101–9
 - evaluating, assembling and modifying materials 92–101
 - factors influencing evaluation and design 87–92
 - fostering motivation 88–9, 98–9
 - hierarchy of task types 100–1
 - hierarchy of text types 96–8
 - meeting input 92–8
 - planning process 86–7
 - processing input 98
 - stimulating output 98–101
 - student and teacher roles 88, 98–9
 - task design 91–2, 98–101
 - task selection 92–8
 - text selection 92–8
 - webquests 88
- metacognitive skills development 29–30
- migration, changing classroom demographics 7
- mind maps of example units 56–67, 79
- minority languages 7
- models of CLIL 52–3
- monitoring and evaluating CLIL in action 67–9
- motivation in language learners 88–9, 137
 - benefits of CLIL 11–12
 - see also* affective evaluation of CLIL programmes
- multilingualism 8, 157–8
- national unity and language 7–8, 9
- natural use of language 11–12
- new technologies and learners' mindset 9–10

- objectives, sharing 121–2
- official language policies 6–8
- partial immersion programmes 133, 134
- pedagogic approaches 28–9
- peer-assessment 128–9, 130
- performance evidence, evaluating CLIL programmes 136–7, 138–41
- plan–do–review cycle 48, 70
- planning a CLIL unit 53–65
- planning process, materials and tasks 86–7
- pluricultural understanding 54–5
- plurilingual education 24–5
- plurilingualism 8, 157–8
- problem-solving skills development 29–30
- process evidence, evaluating CLIL programmes 136, 137–8, 146–7
- professional learning communities 69–72, 163–5
- Programme for International Student Assessment (PISA) 2, 154
- Q-value of different languages 155
- Qatar, language choice for education 155
- research
 - expanding CLIL research 165–6
 - immersion education 133–5
- resources *see* materials and tasks for CLIL classrooms
- scaffolded (supported) learning 29
- second language acquisition (SLA) theories 3
- self-assessment by students 128–9
- social interaction in CLIL 29
- social-constructivist learning 28–9
- socio-cultural, constructivist perspectives on learning 3
- socio-cultural theory 32
- South Africa, educational language policy 6
- spiral of language progression 38, 59
- sub-Saharan Africa
 - adopted official languages 6–7
 - educational language policies 6–7
- success criteria, sharing 121–2, 128–9
- summative assessment 112–13
- sustainability of CLIL 161–3
- synergies 27, 28
- task-based instruction (TBI) 54
- task-mastery approach 112
- task types, hierarchy of cognitive demands 100–1
- tasks *see* materials and tasks for CLIL classrooms
- taxonomies of types of thinking 30–1, 100
- teacher-led learning communities 163–5
- teachers
 - education in CLIL 161–3
 - relevance of CLIL 10–12
- text types, hierarchy of difficulty 96–8
- theoretical framework for CLIL 27–45
 - 4Cs Framework for mapping integration 41–2
 - alternative approach for using language to learn 35–8
 - alternative approach to support language 35–8
 - balancing linguistic and cognitive demands 43–4
 - clarification of aims and outcomes 42–4
 - CLIL Matrix 43–4
 - cognitive engagement 29–32
 - connecting content learning and language learning 27–32
 - content of learning 27–8
 - developing intercultural understanding 39–40
 - developing metacognitive skills 29–30
 - dialogic learning using the vehicular language 35–8
 - focus on form (grammar) and/or meaning 32–5
 - higher-order thinking 29–30
 - implications for CLIL teachers 42–5
 - inquiry-based approach to practice 44–5
 - integrating content and language 41–5
 - language learning and language using 32–8
 - language *of, for* and *through* learning 36–8, 59–63
 - Language Triptych 36–8, 49, 59–63
 - learning of content 28–32
 - links between culture, thinking and language 39–40
 - problem-solving skills 29–30
 - scaffolded (supported) learning 29
 - social interaction 29
 - spiral of language progression 38, 59
 - strategic planning and reflection 42–4
 - synergies 27, 28
 - theory of practice 44–5
 - thinking curriculum for CLIL 30–2
 - thinking dimensions and processes 30–1
 - zone of proximal development (ZPD) 29, 123
- theory of practice 44–5
- thinking curriculum for CLIL 30–2
- thinking dimensions and processes 30–1
- threatened languages 7
- total immersion programmes 133, 134
- translanguaging 15–16
- type/token ratio for a text 140–1
- vehicular languages 1, 9, 156–7
- vision for a CLIL programme 49–51
- webquests 88, 148
- zone of proximal development (ZPD) 29, 123