UC | Chile

USER'S MANUAL:

Content and Language Integrated Learning (CLIL) Methodology at UC

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I. Introduction

Background

The Office of Global Learning at the Office of the Vice President for International Affairs (VRAI) and English UC Language Center, an integral part of the Office of the Provost for Institutional Management, present this manual with the aim of promoting the CLIL (Content and Language Integrated Learning) methodology within Pontificia Universidad Católica de Chile. For this document's purposes, the name CLIL will be used and not its Spanish version, Aprendizaje Integrado de Contenido y Lengua Extranjera, AICLE. The **CLIL** methodology makes it possible to promote, as its name suggests, the learning of a language along with disciplinary content, and to expand the understanding and application of content through materials coming from foreign countries, languages, and cultures.

This manual presents theoretical orientations that explain the concept of Internationalization of Teaching at UC and the existing support to create opportunities of Internationalization at Home, which strengthen the regular academic programmes and enhance the integral formation at UC from the formal curriculum. Internationalization of Teaching is framed within the second Specific Objective of the sixth Development Axis of the UC Development Plan 2020 - 2025, 'Deepen Internationalization, which proposes a holistic view of internationalization and includes 'transversal and inclusive global training' as one of its five pillars (Pontificia Católica Universidad of Chile).

In this context, the institutional aim is to promote an active learning methodology, CLIL, at the UC, since it has the potential to enrich students' educational experience by fostering the development of advanced language skills, preparing them for a globalized workforce, and providing them with direct access to both research and international literature in their fields. Additionally, it promotes an interdisciplinary and contextualized approach, as well as greater motivation and engagement from students.

What is Internationalization at Home?

Internationalization at Home is the intentional integration of international and intercultural dimensions for the whole student body in both formal and informal curricula within domestic learning environments (Beelen & Jones, 2015). In this sense, UC's Internationalization at Home Program aims to bring the world to the UC by promoting opportunities that foster determined institutional global competencies within the university, through teaching and activities on campus that are accessible to the entire community.

At the UC, global competencies have been defined as those that contribute to the exercise of global citizenship. Firstly, within our Latin American context, it is essential to recognise that **effective communication in English,** and other languages, is a highly relevant competency. The other competencies include **researching** interconnected challenges of the globalized world, **integrating** different perspectives while appreciating interculturality, and **acting** by promoting common good and sustainable development. These competencies emerged from a collaborative construction process in 2021 and were validated by various internal and external experts. They also align with the Graduate Profile at UC and reflect its institutional priorities.

Why is the CLIL methodology promoted at UC?

The labour market is progressively becoming a multicultural space, and our future professionals will face diverse environments. Today, one of the most important elements that directly influence intercultural learning is language learning, particularly English, which enables communication with all the other continents. These new professionals should be able to adapt to new communicative and cultural contexts and have the necessary tools to do so. The greater the development of intercultural competence, the better the level of knowledge and communication between people. The CLIL methodology offers opportunities to cover class contents using a second language, supporting the linguistic and cultural characteristic that is intended to be strengthened, and improving students' skills and confidence in using English as a tool. These competencies should not be reserved only for students who developed them before entering university. Therefore, the UC is actively promoting the development of English for students enrolled in all majors, beyond the general English requirement, through the CLIL methodology. CLIL seeks to enrich learning in any subject while developing English language skills as a tool.

The VRAI and English UC alliance paves the way for this interdisciplinary methodology that makes English more accessible to students of all majors, regardless of their current English level. We invite you to explore it through this manual.

II. Methodology

What is CLIL?

CLIL is a dual-purpose educational approach (Klimova, 2012). It consists of lessons where language is used as a means to expand students' knowledge horizons and learn about the world around them (Klimova, 2012), specifically within the contexts of their fields of study.

Benefits of using the methodology:

- Allows students to interact in either English or their native language, transforming the learning environment into a dynamic and interactive space.

- Enhances oral competencies in another language, as well as students' motivation to learn the content being studied.

- Increases students' confidence, as the emphasis is on learning content through English rather than studying English itself.

- Encourages vocabulary development and linguistic spontaneity as students focus on conveying their knowledge in a second language.

- The CLIL methodology is flexible and can adapt to the teacher's context, as well as the students' pace and English level, allowing results to be achieved across a broad range of students.

- Develops students' learning autonomy and expands their decision-making scope.

How do I get my students to speak in English?

The use of English should make sense and truly enhance the content chosen for the CLIL intervention. This premise should be explicitly communicated to students, along with course objectives, before starting CLIL activities. To encourage students to practice and speak in English, it is essential to create a supportive classroom environment where the use of English is intentional and guided. This can be achieved by setting expectations and support strategies that promote language use during class, organizing interactive activities in a safe and achievable way. As a teacher, you can design activities that address key concepts of the curriculum content in English, encouraging active participation and effective communication in the language. Communication should be contextualized in authentic and everyday situations for students. Organize discussions and debates based on English-language sources aligned with the curriculum, providing students with the opportunity to express their opinions and better understand concepts while using the language authentically.

It should be noted that Spanish should never be prohibited but also viewed and used as another tool to process concepts, generate new ideas, and communicate with peers and the teacher.

Additionally, it is beneficial to incorporate technologies and online resources that offer interactive exercises and English materials to strengthen reading, writing, speaking, and listening skills. Artificial intelligence or digital translation tools can make content in other languages more accessible; at the same time, it is beneficial to include strategies for their appropriate and honest use. Also, setting learning goals and conducting regular follow-ups allow students to assess their progress and celebrate achievements, motivating them to continue improving in the language. Furthermore, encouraging self-expression through journals, blogs, and creative projects in English creates a space for autonomous practice and the refinement of their language skills.

Finally, explicitly fostering a growth environment rather than one focused on linguistic perfection will allow students to be more willing to take risks, learn not only from their own mistakes but also from those of their classmates, and increase their English skills and confidence.

Planning

Which contents to choose?

CLIL allows content selection based on contextual needs. The selection of content to implement the CLIL methodology will depend on specific needs for using English as a tool for students' development, as well as for them as future professionals operating in the real-world field. Is English necessary to study relevant publications in the discipline? Is it necessary to collaborate with colleagues abroad? Is it needed to work with future clients or other strategic partners in their field? Is English essential for researching and creating new knowledge in the discipline? Content can range from the analysis of a publication in English to a project where written and/or oral English is necessary.

Development structure for each of the four linguistic abilities

Whenever we decide to use a supporting material to the class whose nature is (audio)visual or written, we will be developing linguistic skills, especially listening and reading comprehension. The methodological treatment to be given to any material of this sort is suggested below:

Receptive abilities: Listening comprehension and reading

Methodological stages	Definition	Objective
1. Pre-listening /reading	Before students listen to a specific audio recording, engage in a listening activity, or read a text, it is crucial to prepare them to develop their prior knowledge and enhance their listening/reading skills. This maximizes comprehension and engagement during the actual listening/reading task.	Motivate and activate students' prior knowledge. Present key words/concepts that will appear in the text.
2. Listening/reading	Occurs when students actively engage with a specific text (auditory or written). Students focus on the listening/reading task itself, and the teacher guides them through strategies to comprehend, extract information, and develop their listening/reading skills.	Check comprehension of the text.
3. Post-listening /reading	It happens after students have participated in a listening/reading activity. The focus is on consolidating understanding, reinforcing content, and language skills. Students are invited to reflect on the learning experience and develop their ideas in written or verbal language.	Consolidate knowledge by providing opportunities to speak and/or write (use the language)

Productive abilities: Verbal Expression and writing

The Three-Stage Linguistic Model to develop productive abilities (oral and written expression):

Methodological stages	Definition	Objective
1. Verbalisation	A model from a real text is presented, where a target linguistic structure is described and demonstrated in its use. At this stage, it is important to highlight the most relevant aspects that the student should express, focusing on the content and the most appropriate linguistic structure to express it.	Establish expectations and model the expected use of the language and structures that help verbalize mastery of the disciplinary content.
2. Guided Production	An activity is provided, where students practice the target linguistic behavior to express content while the teacher supervises them. Students complete sentences based on predetermined options or incorporate information within the context of the provided linguistic model that relate to the disciplinary content.	Provide an opportunity for students to automatize the way in which language is used to express disciplinary content on the basis of the model provided by the previously verbalized structures.
3. Autonomy	In this more free stage, the target linguistic behavior emerges in a more natural, spontaneous and creative way. An activity is provided where students must use the linguistic structure, modelled and practiced in the previous stages, this time in a new context. By this, transfer of students' knowledge is produced	Invite students to express themselves freely, with the possibility of practicing the provided models or adding new information.

Content and Language Sequence

In addition to considering the sequence in which the discipline's content is presented, according to the expected development of the concepts, teachers should also understand how the inherent language of each course unit progresses, recycles, and grows in complexity (Ball, Clegg, & Kelly, 2015).

Some considerations might include:

- How does language impact students' ability to comprehend the content?
- How will language vary at different stages of the sequence?
- How to highlight key language (specific to the discipline)?
- How to support student's production (oral or written)?
- Have we seen this language before? Will we need it again?

Consider the 4 Cs (Coyle, 1999)

In line with the goal of integrating global competencies into UC's academic programs, it is important to emphasize CLIL's role in integrating communication with intercultural understanding. The 4 Cs framework highlights elements that enable the achievement of global learning in students:

CONTENT:	Progressing in knowledge, skills, and understanding related to specific elements of a defined curriculum.
COMMUNICATION:	Using language to learn while learning to use language.
COGNITION:	Developing thinking skills that link concept formation, both abstract and concrete, with understanding and language.
CULTURE:	Exposing students to alternative perspectives and shared understandings that deepen awareness of otherness and self.

Fig. 1
Schematic representation of *the 4c's framework*

(Klimova, 2012).
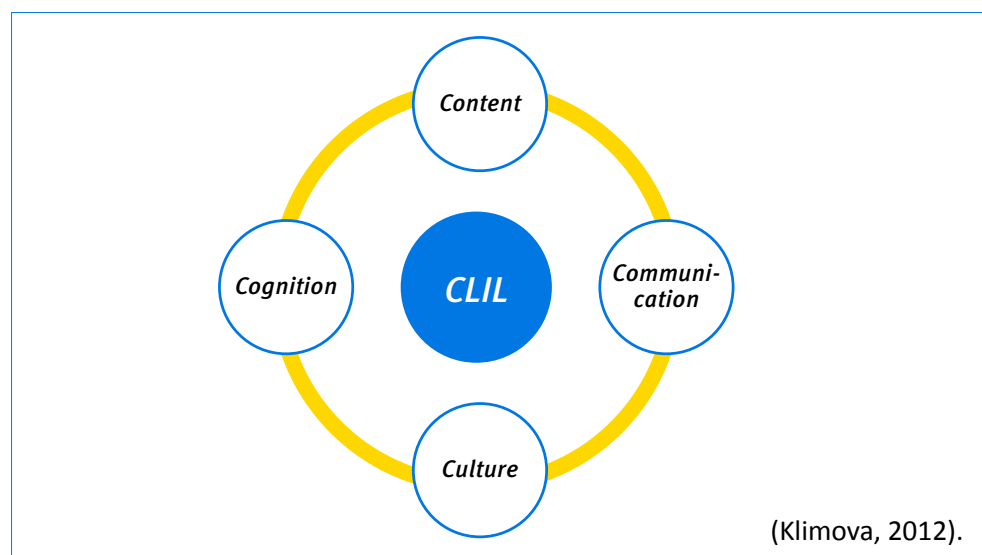
Implementation

Class interaction

Beyond a lecture where the teacher unilaterally presents a topic, a CLIL lesson requires **interaction** with both the content and the language within the classroom. Ultimately, the teacher's contribution should pave the way for student production (spoken or written) in an individual, pair, group, or plenary setting (Ball, Clegg, & Kelly, 2015).

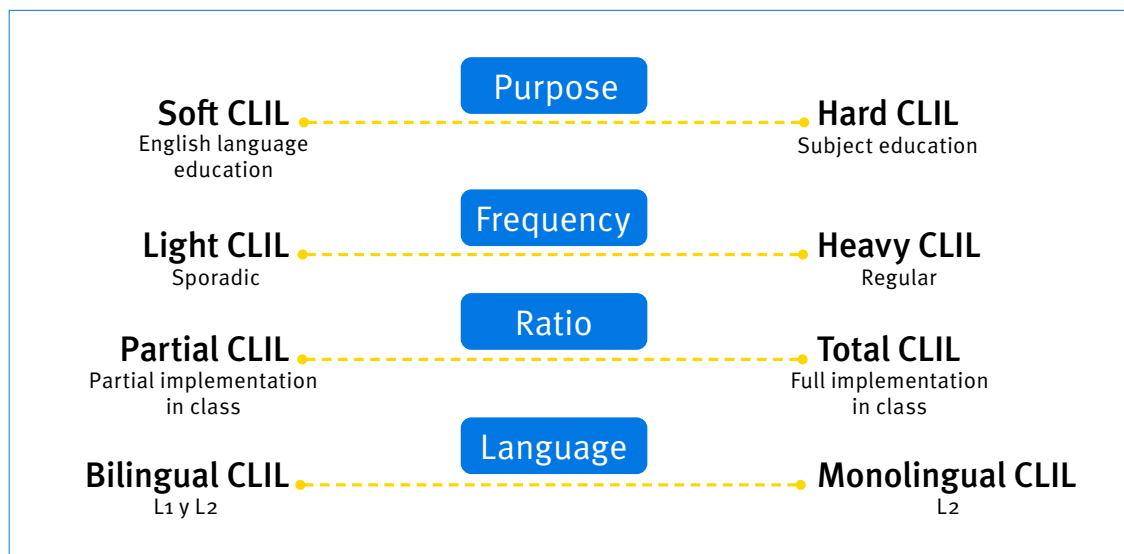### Development of Discipline-Specific Discourse

- Analyse the standard models of the discipline.
- Explicitly highlight linguistic frameworks (grammar and vocabulary).
- Conduct an audit to identify key concepts and linguistic components.
- Plan with language in mind.
- Create time for initial conversation.
- Practice demonstrating understanding of content concepts using new language to communicate, not for perfection.
- Mediate language between the student and new disciplinary knowledge.
- Develop awareness of the subject's language.
- Make general academic language explicit.
- Sequence activities from "private" to "public."

Flexibility of Implementation

It is important to remember that the CLIL approach allows for flexibility according to the needs and realities of the educational context in which it is implemented, both at the institutional level and in the classroom. The final implemented version of CLIL may vary within the parameters of purpose, frequency of implementation within the curriculum, proportion of implementation in each lesson, and the use of languages in teaching and learning (Ikeda, 2011). Regarding the last parameter of language use, the concept of **translanguaging is defined as the deliberate switch, both for students and teachers, between two or more languages in the classroom, with the goal of fostering greater understanding and learning** (García & Lin, 2016). The spectrum of each flexibility criterion can vary according to the context of the institution in which it is applied, the faculty, the course, and the instructor delivering it.

Within the UC context, it is the teacher, along with their faculty, who determines where the purpose of their course lies within the previous spectrums. Once the purpose is clear, they determine which of the following three levels best suits the course. These levels are primarily based on the use of English in assessment activities and their relevance to the final grade. They were created to provide clarity for both teachers and students regarding methodology expectations, objectives, and assessments.

Fig. 2
Variations of CLIL (adapted and translated from Ikeda, 2011)

Soft CLIL	Purpose	Hard CLIL
English language education		Subject education
Light CLIL	Frequency	Heavy CLIL
Sporadic		Regular
Partial CLIL	Ratio	Total CLIL
Partial implementation in class		Full implementation in class
Bilingual CLIL	Language	Monolingual CLIL
L1 y L2		L2

Levels of Implementation at UC

These three levels exemplify the use of the CLIL methodology at UC and should be adjusted to the objectives of the teacher and the group receiving instruction, as determined.

METHODOLOGY ONLY

- Introduction to input + materials in English
- Translanguaging optional
- Learning objectives on global competence
- Only content objectives evaluated
- Evaluation(s) in spanish
- No change to program

English ability will not impact grade

PARTIAL CLIL

- Includes **some, but not all** input + materials in english
- Translanguaging optional
- Learning objectives explicitly include content, communication, cognition and culture (4 Cs)
- Activities provide scaffolding and promote the 4 Cs
- Content an language objectives presented in english, will be evaluated in english
- Evaluations must reflect and be proportional to the type of CLIL implemented

Stated in course description

FULL CLIL

- All input and materials in english
- Translanguaging optional
- Learning objectives explicitly include content, language, cognition and culture (4 Cs)
- Activities provide scaffolding and promote the 4 Cs
- Every content and language objective will be evaluated in english

Course name appears in english

At the first level, an introductory use of the methodology is considered, where the practice is oriented towards an English usage that is only part of learning activities and does not impact evaluations. This level may include various learning activities that offer opportunities to develop English, such as the use of materials in English or language production activities that allow for translanguaging. The learning objectives should relate to global competencies such as researching realities in the world, integrating different perspectives while valuing interculturality, and acting to promote the common good and sustainable development. The duration of the CLIL implementation can vary from a unit to an entire semester. However, the learning to communicate in English and other languages is not explicitly stated as an objective, since assessment activities are conducted entirely in Spanish.

At the second level, it is intended that the course description establishes that CLIL will be used, including effective communication in English (or another language) in the learning objectives through the 4Cs conceptual framework. Additionally, materials in English can be used, along with conversations, presentations, or writing in English. Activities should include both guided and independent learning, contextualized within the 4Cs framework. At this level, the duration of CLIL implementation may also vary from a unit to an entire semester. It differs from the previous level because there are assessment activities that require the use of English to some extent. The percentage of English presented at this level may vary according to needs.

At the third level, a disciplinary course is considered to be taught entirely in English, where the learning objectives include effective communication in English (or another language) through the 4Cs conceptual framework, and where learning activities are primarily based on resources, instructions, and student participation in English, with guided and independent learning activities. However, the CLIL methodology always allows for the use of the native language at any moment during practice, through the use of translanguaging. This level is particularly distinguished because assessment activities are conducted entirely in English. The course is an immersive experience, utilizing English as the medium of instruction (EMI) while providing support for second language learning, in this case, English.

These parameters are designed to guide healthy and sensible implementation within their contexts and to support teachers in making decisions that make sense to them and facilitate the new methodology rather than limit them.

**Other aspects worth considering:**

- The English proficiency level of the teacher and students is an important factor in determining the level of intervention in a course.

- Timeframes – the amount of available time is fundamental in establishing objectives. Factors such as when the CLIL intervention is scheduled within the curriculum and for how long, influence the choice of the CLIL model.

- The ways in which content and English are integrated.

- Course size and support in the form of assistants or multiple instructors are key.

III. Evaluation

Evaluation of Course Content
Objectives

In a CLIL course, objectives must include not only content, but also cultural aspects and cognitive and communicative abilities required to fulfil the content objective(s); therefore, language objectives must be declared They are selected depending on the chosen flexibility of implementation according to the context and the identified needs. The relationship between objectives, content, and evaluation is maintained, just like in any other course.
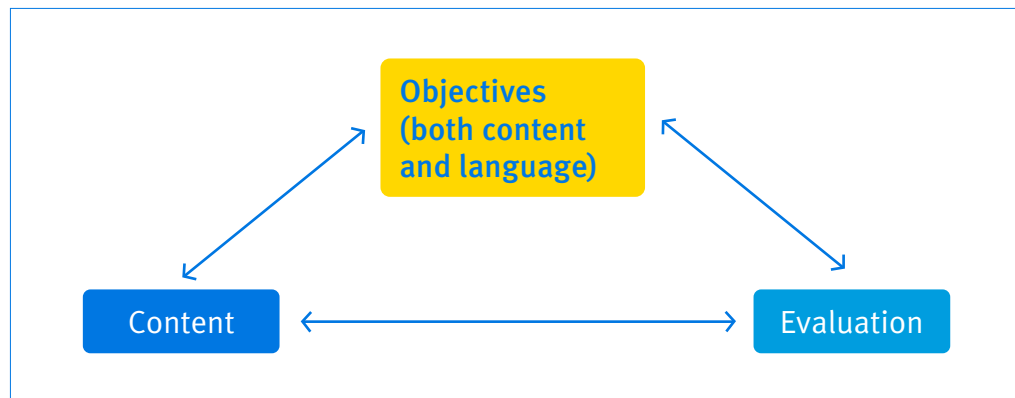
A language objective is:

- A statement that shows what linguistic behaviour students will need to master to demonstrate control over knowledge, disciplinary skills, and attitudes after instruction.

- It should be specific, observable/measurable, achievable, relevant, easy for students to understand, and result-oriented.

- Classified according to skills or cognitive domains (Bloom-Anderson taxonomy or any other).

Instrument

Considerations for the evaluative rubric of a CLIL course:

- Choose relevant cultural aspects considering both disciplinary objectives and language objectives

- Decide on a specific axis or linguistic objective, in which you verbalize the expected linguistic behaviour that expresses the content objective.

- Write graded descriptions of performance for the linguistic behavior.

- Write a generic linguistic objective on the axis and graduate it in terms of whether it is poorly mastered, adequately mastered, good, or outstanding.

Example of a generic rubric:

AXES	Poor	Adequate	Good	Outstanding
Aspect 1 of the content objective mastery	Description of content objective aspect 1 poorly mastered	Description of content objective aspect 1 adequately mastered	Good mastery of content objective aspect 1 described	Outstanding mastery of content objective 1 described
Aspect 2 of the content objective mastery	Description of content objective aspect 2 poorly mastered	Description of content objective aspect 2 adequately mastered	Good mastery of content objective aspect 2 described	Outstanding mastery of content objective 2 described
Aspect 3 of the content objective mastery	Description of content objective aspect 3 poorly mastered	Description of content objective aspect 3 adequately mastered	Good mastery of content objective aspect 3 described	Outstanding mastery of content objective 3 described
Language objective mastery	Description of language objective poorly mastered	Description of language objective adequately mastered	Description of a goof language objective mastery	Description of an outstanding language objective mastery

The fulfilment of the linguistic objective will occur when students use the necessary language to achieve the content objective and verbalize it autonomously and creatively with little assistance from the teacher to express their understanding of the content. Because of this, it is necessary for it to be linked to the third stage (Autonomy) of the productive abilities, as described previously.

Example of a graded description of linguistic competence performance:

AXES	Poor (i.e. Poorly mastered)	Adequate (i.e. Adequately mastered)	Good (i.e. Mastered in a good way)	Outstanding (i.e. Mastered in a outstanding way)
Sentence production in english	Few phrases are used and teacher's prompting is frequently required to complete the task	Many incomplete sentences are produced so teacher's prompting is required, at times, to complete the task	Few incomplete sentences are produced, which results in missing information required. Teacher's prompting is not required to complete the task	Language is used creatively and autonomously to refer to the content being evaluated. Teacher's prompting is not required to complete the task

Evaluation of CLIL implementation and experience

Having finished the implementation of either a unit or course using the CLIL methodology, it is advisable to reflect on the usefulness of this methodology in achieving the original objectives.

In this regard, it is recommended to consider not only the learning objectives but also the opinions of students and other colleagues regarding the implementation process. Specifically, this reflection can be guided by the conceptual framework of the 4Cs, which highlight the importance of learning Disciplinary Content, Communication, Cognition, and Cultural competence.

Suggested Analysis:

When using the CLIL methodology, to what extent has there been an improvement in -the following areas:

- **Disciplinary content mastery?**
  - More meaningful understanding of the subject
  - Greater motivation for the topic

- **Communicative skills in English?**
  - Receptive skills such as reading and listening comprehension
  - Productive skills such as writing and speaking

- **Cognitive skills?**
  - Connections between disciplinary concepts
  - Fluency and spontaneous expression

- **Cultural competences?**
  - Exposure to new perspectives on the discipline
  - Ability to understand and appreciate other viewpoints

IV. UC Support

Training

The VRAI, in collaboration with English UC, offers training in CLIL Methodology. Training is conducted via Zoom or in-person once a year and is promoted through the university's official communication channels. This training covers methodology and a certification is given to the teachers. By passing this training, UC teachers commit to using CLIL for the next two semesters following the training.

CLIL Practice Community

Teachers who complete CLIL training are invited to join the CLIL Practice Community. This group consists of various university educators who teach in different programs. Led by the VRAI and English UC, the community meets to share best practices and analyse the use and transversality of this approach at the institutional level.

Teaching Assistants

IaH and English UC can support teachers who request assistants when they wish to use CLIL in accordance with the **UC Assistant Regulations**. Requests for assistants will depend on the teachers' needs and can involve language assistance or specific academic support related to the teachers' disciplines.

FONDEDOC – Advising from English UC

Institutional funds for faculty development can include the use of the CLIL Methodology for project development. This promotes English learning while considering the objectives of academic units. If a teacher wishes to apply and focus the project on diagnosing and researching linguistic competencies related to English, these options can be considered, as well as examining advising instances from English UC to analyse the English level in different areas of the program.

Inquiries

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Office of the Vice President for International Affairs:
Camila Mondaca and Maribel Florez

English UC: Katie Mulleague and Paula Ross A.

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