CBI and CLIL—same but different?

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Why all the confusion?

A LITTLE BACKGROUND

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Integrated language and content teaching

Content-based instruction (CBI)

- CBI first appears on the scene in 1986, with the publication of Mohan’s seminal volume Language and Content.
- The movement has taken hold both in ESL and EFL contexts, spreading literally around the world.
- Increasingly today, it is used in contexts where English functions as a lingua franca.
- New “models” of CBI continue to evolve and respond to setting variables.

Content and language integrated learning (CLIL)

- 1994 sees the birth of the acronym CLIL—an approach promoted through the Council of Europe for socio-political and economic reasons.
- CLIL’s primary goal is to create global citizens with advanced second language proficiency.
- It lends itself well to contexts where the L2 serves as a local lingua franca.
- Since its beginnings, CLIL has spread rapidly throughout Western Europe and elsewhere throughout the world.
English Next

- English Next reports on the present status of CLIL in Europe.
- The report was commissioned by the British Council and written by researcher David Graddol, a British applied linguist known for his work on global English.
- It draws attention to the rapid speed of change to issues affecting English previously identified in Graddol’s report The Future of English (1997).

Claims

- English Next claims that...
  - we are already in a new phase in the global development of English;
  - this phase may signal the end of English as a foreign language;
  - the rise of English as a universal basic skill is not incompatible with the vision of multilingualism and linguistic diversity.

CBI AND CLIL—SAME?
CBI defined

Definition #1
“[CBI is] an umbrella label for a diverse group of approaches to SFL teaching which differ in terms of factors such as educational setting, program objectives, and target population but share a common point of departure—the integration of language teaching aims with content instruction.”
Snow (2014, p. 439)

Definition #2
“[CBI is] a heuristic label for a diverse group of curriculum approaches which share a concern for facilitating language learning broadly defined, through varied but systematic linking of subject content and language aims in the context of learning activities.”
Davison & Williams (2001, p. 57)

CLIL defined

Definition #1
“CLIL refers to any dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content. It is dual-focused because whereas attention may be predominantly on either subject-specific content or language, both are always accommodated.”
Marsh (2003)

Definition #2
“…[CLIL] is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time.”
Coyle, Hood, & Marsh (2010, p. 1)

Compare…

CBI
CBI is an umbrella term for a multifaceted approach to SFL teaching that differs in terms of factors such as educational setting, program objectives, and target population but shares a common point of departure—the integration of language teaching aims with content instruction.

CLIL
CLIL refers to any dual-focused educational context in which an additional language is used for the learning and teaching of both content and language. It is dual-focused because whereas attention may be predominantly on either subject-specific content or language, both are always accommodated.
CBI and CLIL—Same but Different? CATESOL
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Compare...

CBI
[CBI is] a heuristic label for a diverse group of curriculum approaches which share a concern for facilitating language learning broadly defined, through varied but systematic linking of subject matter and language in the context of learning activities.

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[CLIL] is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time.

SAME BUT DIFFERENT?

“Same same but different”

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Does CLIL equal CBI?

- CLIL represents a response to the specific English language needs and goals of global economies.
- It aims to promote bilingualism or plurilingualism.
- CLIL occurred relatively independently of CBI.
- However, it clearly shares features with other forms of CBI such as immersion education, theme-based instruction, and sheltered content instruction.

Given their shared premise of integrating language and content instruction, CLIL can be considered to be a variant of CBI.

Similarities: CLIL and CBI

In both CLIL and immersion/sheltered content instruction...

- Students study subject matter delivered in a language other than that of their L1.
- L2 acquisition occurs as a “by-product” of the rich exposure to meaningful language in the subject matter classroom.
- Subject matter teachers need to be educated in methods of content delivery to L2 learners.
- Instructional materials must be carefully selected with the needs of L2 learners in mind.

Key differences

CLIL

- driven by a language policy which embraces the development of multilingual/multicultural individuals who can function in today’s global society
- exposure to L2 subject matter instruction “phased in” over time: planned, increasing with grade level

Sheltered Content

- driven by educational need in settings where large numbers of school-age children speak home languages other than the language of school instruction
- exposure to L2 subject matter instruction dependent on student’s entry into the school system: unplanned
A current “map” of CBI

“HARD” VS. “SOFT” CLIL

Hard CLIL
- Also known as “Type A” CLIL
- Primary focus on content
- Content appraised
- Taught by content instructor
- Content criteria used for assessment

Example: L1 Spanish students enrolled in secondary school in a Madrid high school take a CLIL geography course taught through the medium of English. The teacher, also an L1 Spanish speaker, is a content specialist in geography and history.
Soft CLIL

- Also known as “Type B” CLIL
- Primary focus on language
- Taught by a language instructor
- Language criteria used for assessment

Example: 12-year-olds studying English in a pilot program in three European countries do extended project work on inventions (drawn from the field of technology) over a period of 2 months. Subthemes include Inventions Through Time, Inventors and Their Inventions, and The Process of Inventing.

van Lier’s continuum

Primary focus on language
Primary focus on content

ISSUES IN IMPLEMENTATION
Shared challenges

L2 Proficiency
- Student L2 Proficiency
- Faculty L2 Proficiency

Faculty Training
- Scaffolding Strategies
- Language Awareness
- Integrating Language and Content

Balance of Language and Content
- Focus on Language
- Focus on Content
- Focus on Both

Assessment Issues
- Focus of Assessment
- Means of Assessing Content
- Means of Assessing Language

COMPETING OR COMPLEMENTARY?

Recognizing commonalities

“As a practitioner of CBI, I was saddened to see only very scant references to the extensive work that has been done in North America and elsewhere…. Many of the challenges described—such as the effective collaboration of content and language faculty, the language awareness training of content faculty, means of “sheltering” content delivery for second language learners, the threshold level of English proficiency needed for participants to benefit from delivery of content through the medium of English, appropriate means of assessing both language and content in an integrated approach—are discussed at length in the literature on CBLT and could definitely inform and benefit those implementing [CLIL and EMI], both in tertiary and other settings.” [italics added]
Seeking resolution

CLIL and CBI share the same tradition of content and language integrated instruction.

They also share many of the same implementation issues.

These two traditions have much to learn from each other.

CLIL and CBI researchers and practitioners need to recognize their similarities and create a shared research base.

THANK YOU FOR ATTENDING

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References


Abstract

The turn of this century has seen the emergence and exponential growth of Content and Language Integrated Learning (CLIL)—a dual language model involving the delivery of selected subject matter courses in the students' second or additional language (L2) that represents a response to the multilingual needs and goals of global economies. A question often posed regards the relation between CLIL and content-based instruction (CBI), with some practitioners claiming that CLIL is a unique approach to L2 teaching while others view it as a newer prototype model of CBI. In this talk, the presenter will examine the extent to which CLIL shares features of other forms of CBI and will argue that by definition, it belongs within the CBI paradigm. She will then discuss those features of CLIL that distinguish it from other forms of CBI and will differentiate "hard" and "soft" CLIL, comparing these to their closest CBI counterpart, sheltered content instruction. Ultimately, she will show that the primary differences between CLIL and CBI have to do with the rationale underlying the two approaches, the sociolinguistic profiles of the student populations served, and the differing end goals of the programs.