

# Just CLIL it

Lessons learned from CLIL collaborations during Covid

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# Outline

## What is CLIL?

- CLIL in general
- CLIL@UCLouvain

## CLIL's 4<sup>th</sup> “neglected C”

- Bringing the real world into the classroom
- Transdisciplinarity
- Social and Emotional Learning

## Online teaching in F2F contexts

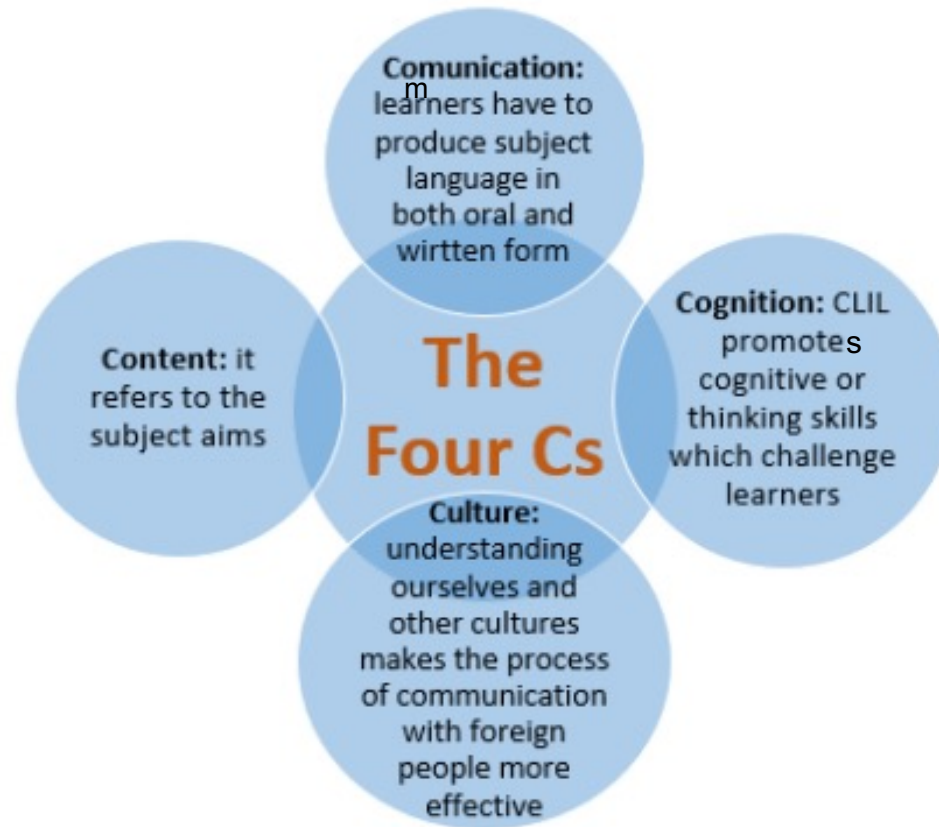
- Advantages
- Drawbacks

## Takeaways & Questions

# What is CLIL?

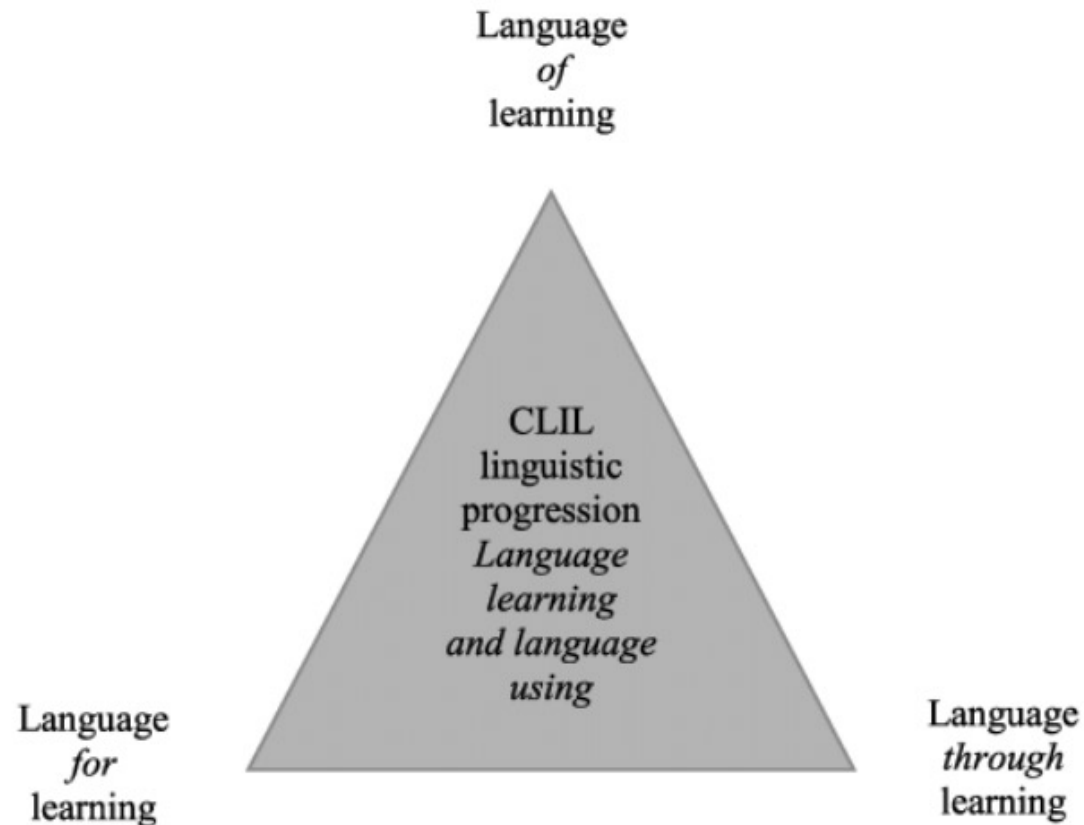
Content and Language  
Integrated Learning  
(Coyle, 2006)

- Teaching content simultaneously with a foreign language
- Example: Business course
- CLIL@UCLouvain



# The CLIL Language Triptych

(Coyle, 2010)





# CLIL@UCLouvain

<b>Contents Course with Language Input</b>
Language Coach co-assesses oral exam
Language 1 mark/20
<b>WSBIM 2280</b> <b>LPSYS 2004</b>

Collaboration

<b>Language Course with Contents Input</b>
Contents Teacher co-assesses oral exam
Language 2/3 Contents 1/3
<b>WFARM 1370</b>

Collaboration

<b>Language Course with Contents Input</b>
Two distinct course codes
Each course own grade
<b>LANGL 1134 &amp;</b> <b>LPPE 1101 (Q1)</b> <b>LPPE 1102 (Q2)</b>

Collaboration

<b>Genuine Tandem (50% - 50%)</b>
Contents teacher present at all classes
Language 2/3 Contents 1/3
<b>LRELI 1400</b>

Integration

# Discussion Question # 1

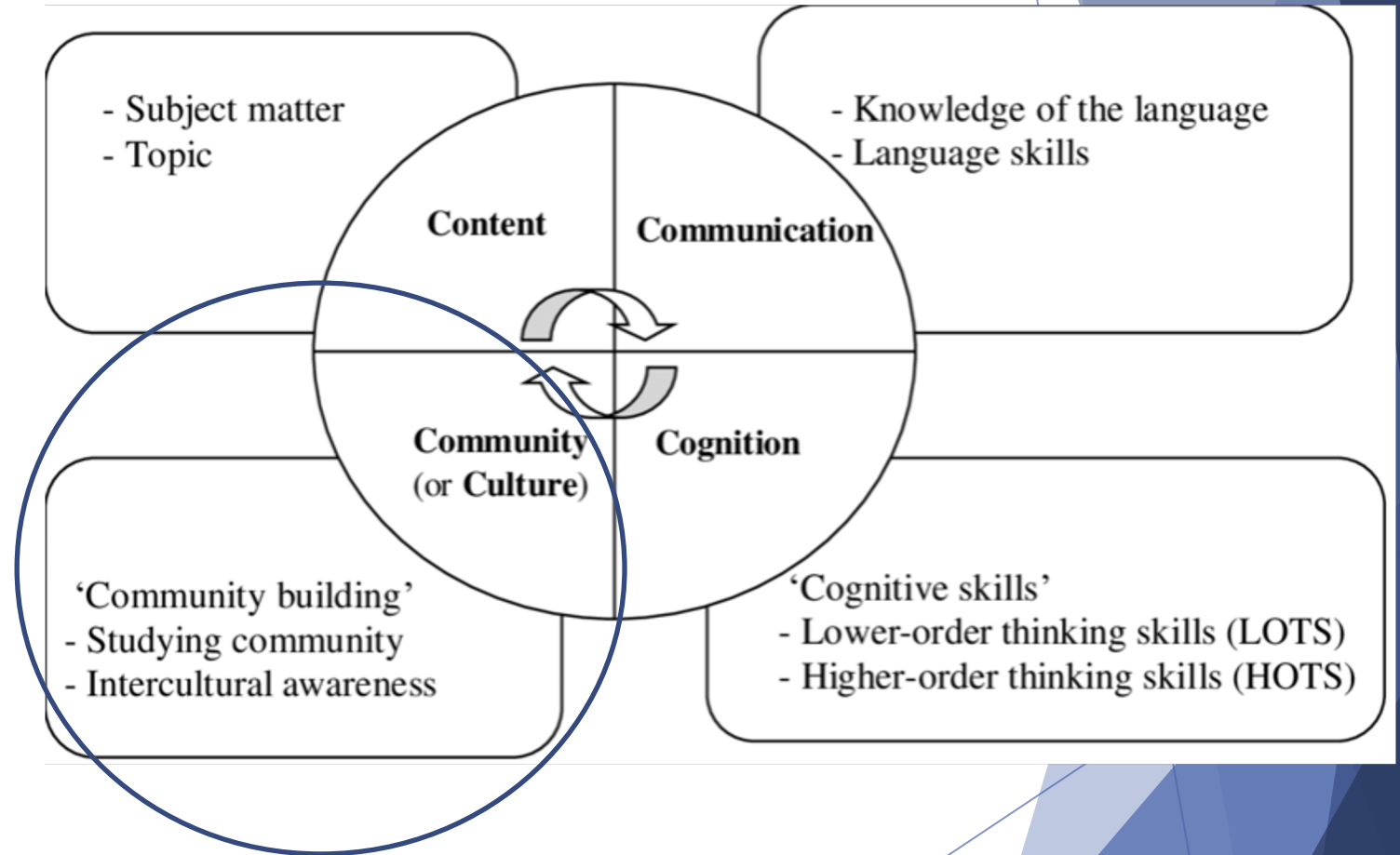
*Have you ever CLIL'd a course?*

*If yes, what was the ratio of content input vs. language input?  
If no, why not?*



## CLIL's 4<sup>th</sup> "neglected C" Community - Culture

Bringing the real world  
into the classroom



# Creative Negotiation Workshops



- Launched in 2015
- Independent nonprofit organization
- Seeks to bring negotiation into educational systems
- Seeks to build bridges in diverse communities
- Led by Avi Goldstein



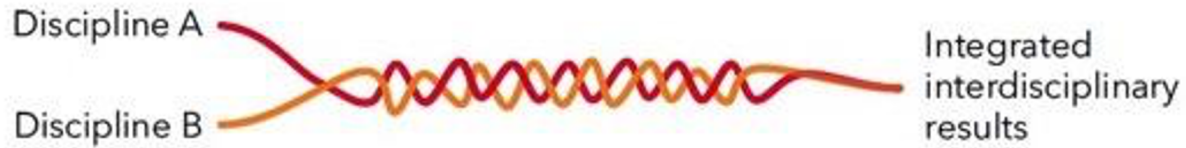
# Transdisciplinarity

(Trechsel & Herweg, 2010)

Multi  
Pluri



Inter

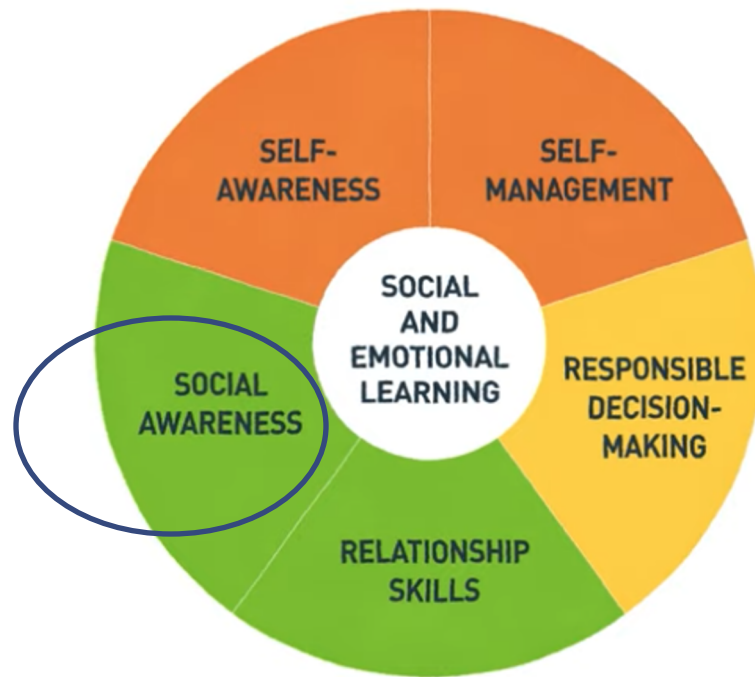


Trans



# Social and Emotional Learning (SEL)

(Pickering, 2021)



**CASEL's wheel**

# Broadening the scope of CLIL's 4<sup>th</sup> “neglected C”

Coyle, 2014    **Active citizenship (the EU's 8 Lifelong Learning skills)**  
**Global understanding**

Herweg, 2017    **Learning and teaching embedded in and tapped into reality**  
**Systems knowledge**

Pickering, 2021    **Social awareness**  
**(different perspectives)**

# Broadening the scope of CLIL's 4<sup>th</sup> “neglected C” from CULTURE to COMMUNITY

## HOW?

Use images & targeted vocabulary as lead-ins

Organize field courses & excursions

Invite guest lecturers



# Examples of CLIL's broadened 4<sup>th</sup> C



# Examples of CLIL's broadened 4<sup>th</sup> C



## Feedback writeup

WForm ▾ Vocab ▾ Gram ▾ Syntax ▾ Punct ▾ Style ▾ ⚠ 🗑 💬 🗨 👍 📄 </>

Ukraine could have been saved much sooner. Redundant Punctuation

The interest of all the peoples of the world is peace. The purpose of this article is to understand the means of action of the peoples of the world to work for peace.

First thing Singular/Plural first, the recent news is tragic, and to summarize the act of invasion of Ukraine by Russia as out of nowhere is a misunderstanding of the fundamental problems that shape the Determiner geopolitical crises. We need to distance ourselves from the overdose of information, and Wordy look back on the problem and focus on peace alone. What this war reveals to us is the absence of fundamental thinking with historical analyses when talking about geopolitics by the media. This act of violence against Ukraine is rooted in history and has

Petit retour suite au comité d'année PPE

- Pour le cours de BAC1:
- Cours très apprécié  
Pas de difficulté avec le niveau d'anglais attendu  
→ Très interactif et super en phase avec l'actualité, ce qui le rend très motivant



## Discussion Question # 2

*Have you integrated CLIL's 4<sup>th</sup> "neglected C" or SEL in your classes?  
If yes, how? If no, why not?*



# Online teaching in F2F contexts

## Online Tests

### Unforeseen circumstances



# Online teaching in F2F contexts

## WriteUp

12/20

According to the second amendment of the american <sup>Capitalisation</sup> constitution, " <sup>Missing Punctuation</sup> A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed. " <sup>Missing Punctuation</sup> Thoses <sup>WORD FORM</sup> few lines was <sup>Singular/Plural</sup> used as a legal pretext to feed one of the biggest and powerful lobby <sup>Singular/Plural</sup> in the US <sup>Spelling Punctuation Confusion</sup> The National Rifle Association. The NRA's implication regarding the <sup>Determiner</sup> gun policy is measurable by the gift and donation <sup>Singular/Plural</sup> that the company made <sup>Verb Tense</sup> every year. In 2014, the company spent around 3,3 million dollars to influence gun policy. But <sup>Redundant Punctuation</sup> this amount, <sup>Punctuation Confusion</sup> the real amount could be a lot bigger <sup>VOCABULARY</sup> .

In fact, the gun lobbying <sup>Singular/Plural</sup> translate into a lot of <sup>Spelling</sup> controversial <sup>Singular/Plural</sup> statement.

# Online teaching in F2F contexts

## Machine Translation (MT)

Hello sir,

I am taking your English course on Monday morning from 10.45 to 12.45.

I am sending you this email to ask for your agreement not to attend your class exceptionally on Monday.

I am an administrator of a non-profit organisation and a great opportunity has arisen on Tuesday. However, in order to be ready to take up this challenge, I will have to work exceptionally all Monday.

In exchange, I would be willing to hand in some written or other work to be fair to the other students.

I hope you understand the situation,

Translated with [www.DeepL.com/Translator](http://www.DeepL.com/Translator) (free version)

**DeepL Fake**

# Online teaching in F2F contexts

## Machine Translation (MT)

### Incomprehensible text

Of boron primate <sup>What do you mean VOCABULARY</sup> these two countries seem to have no common interests. They  
seem to be even less in conflict.

« De prime abord, ... »

« De prima bore, ... »

« At first sight, ... »



# Online teaching in F2F contexts

## Takeaways and Solutions

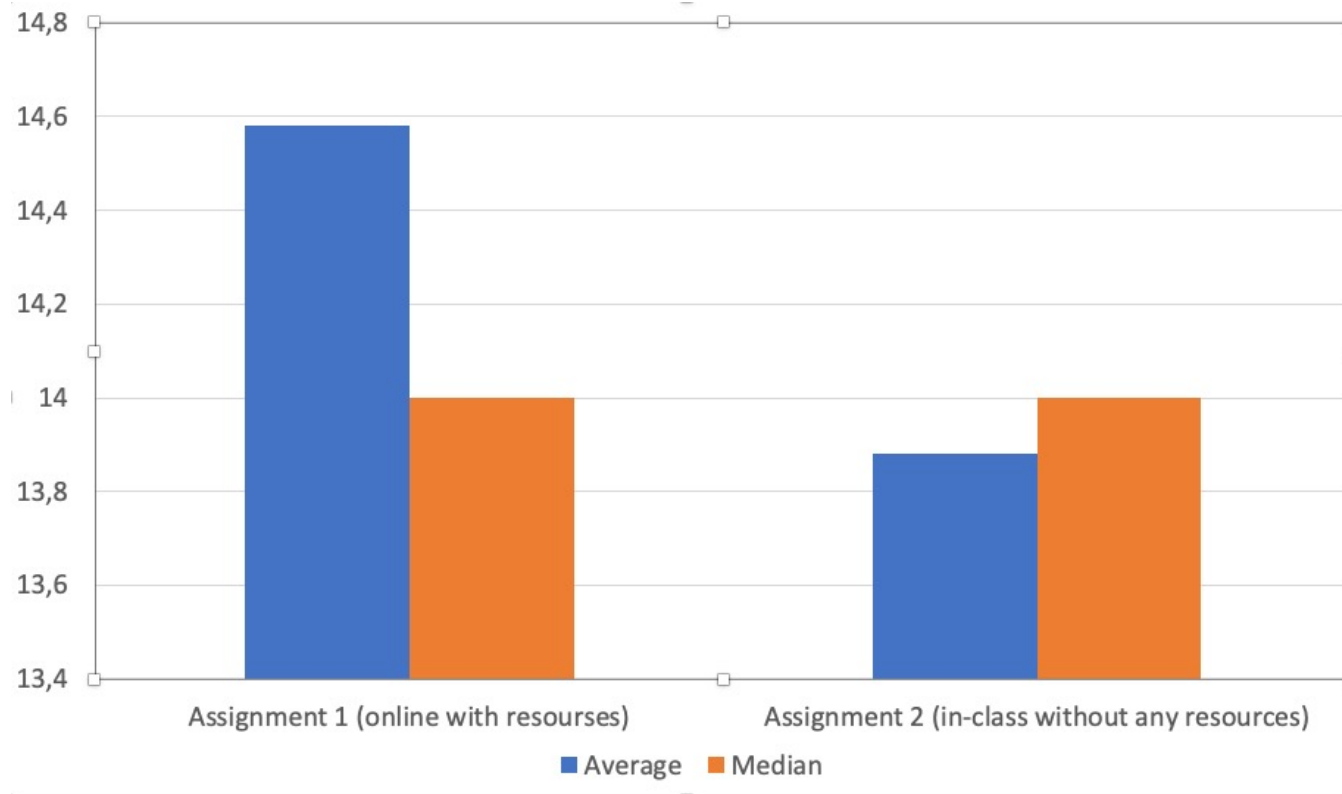
- ▶ Potential for cheating when online tests are F2F
- ▶ Some quizzes (cloze) don't allow for multiple answer options
- ▶ MT = Plagiarism ?
- ▶ Distinction between *being graded* (certificative assessment) and *learning* (formative & process assessment)
- ▶ All writing F2F in class (with or without tools and resources)



# Results Survey

## 33 Political Science students

### 4,8% drop in results (p-value 0,012)



## Discussion Question # 3

*Have you included any online practices  
in the classroom?  
If yes, how? If no, why not?*



# Main Takeaways

- Real-world experience is important now more than ever
- Online tools can work well in face-to-face settings
- Beware of the pitfalls of online tools



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**THANK  
YOU FOR  
LISTENING  
ANY  
QUESTIONS?**