

# CLIL-Guided Teaching Design for Values Education in College English

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## Abstract

This paper mainly focus on how to use the CLIL methodology to guide the teaching design of the values education in college English. Based on the CLIL method and its 4Cs framework, the teaching procedure is designed according to the CLIL-Pyramid, following four steps: topic selection, choice of media,task-design and CLIL-workout. For traditional values education in college English teaching, it often appears to be exclusive to the whole procedure of the class. To sovle this common problem, the CLIL based teaching design integrate the values education into the whole teaching process, making it coodinated with the teaching content naturally. By applying this teaching design based on CLIL, teachers are required to pay attention to both the content of the subject and the language acquisition, realizing the goal of "language of learning, language for learning and language through learning".

## Keywords

CLIL Methodology; 4Cs; CLIL-Pyramid; Values Education.

## 1. Introduction

In the 1960s, the language immersion programs in Canada and with Languages Across the Curriculum (LAC) programs and Foreign Languages Across the Curriculum (FLAC) programs in the UK and the US began to adopt a new method to gain knowledge while studying language. Many of these classes involved native English speakers studying a subject in a foreign language. In the mid-1990s, Professor Do Coyle, together with education researcher Dr. David Marsh, coined the term CLIL to name this new learning trend[1]. In CLIL classes, tasks are designed to allow students to focus on and learn to use the new language as they learn the new subject content.It is an integration of subject and language.

## 2. An Introduction to CLIL Methodology

### 2.1. Definition

CLIL stands for Content and Language Integrated Learning, which means studying another subject (for example, science, history, or literature) and learning a language, such as English, at the same time.According to Professor Do Coyle, the fundamental principle of CLIL is that there is an integration between using language to learn and learning to use language through the development of content.

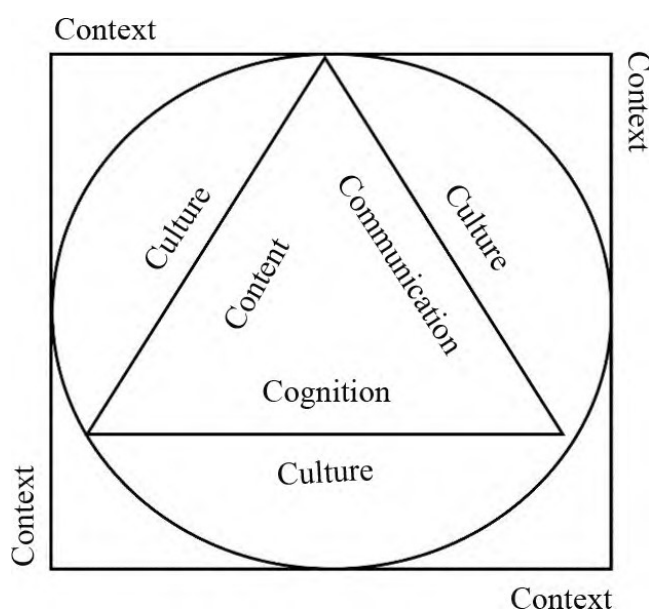
### 2.2. Features

A successful CLIL program depends on the coordination between language and content. Using CLIL as an approach is more than just switching to English to teach another subject. In CLIL methodology, the teacher need to introduce relevant vocabulary and functional language related to a given subject and also emphasize critical thinking[2].

The CLIL methodology aims to increase students' subject related knowledge and also improve their knowledge the target language. In addition, the ability to understand and appreciate the culture of the target language is also important. Besides, although any subject can be taught through a CLIL approach, it is more suitable for subjects that have a cultural aspect to them. If the subject are of strong technical nature, math for example, it would be less suited to the CLIL approach.

### 2.3. The 4Cs

The 4 Cs are a crucial element of CLIL methodology, often referred to as its framework. Coyle et al. suggest that these multiple outcomes of CLIL should target 4Cs: content, communication, cognition, and culture. [3].



**Figure 1.** The 4C framework of CLIL

#### 2.3.1. Content

The CLIL model attaches equal importance to language competence and subject knowledge. The study of the subject content allows students to reflect on the knowledge and improves their cognitive abilities. The focus on the content of a certain subject will not only increase student's basic leaning ability of memory, comprehension and application, but also improve their competence in analysis, evaluation and innovation.

According to the "double focus" feature of CLIL model, language learning will be integrated in the study of subject content. In this process, the language serves as a tool for leaning and is assimilated into this process naturally.

#### 2.3.2. Cognition

The CLIL methodology advocate that learning go beyond content and language and also address cognition. Cognition refers to cognitive or thinking skills that learners engage with to drive the instructional process. It is mainly derived from Bloom's taxonomy and Mohan's "knowledge Framework". Cognition mainly focus on higher-level thinking, such as the development of critical thinking skills. Therefore, students' ability of information processing and critical thinking is one of its main features.

#### 2.3.3. Communication

Communication plays an important role because it requires an awareness of different types of language as used for different purposes. According to Coyle, language should not only be used to understand the content, but also facilitate student's communication in this language. Only

through meaningful communication and interaction, can we achieve the purpose of learning. In CLIL programs, students communicate through active participation in class to strengthen the understanding of knowledge and achieve high-quality learning.

#### 2.3.4. Culture

Culture or in other words, intercultural skills, refers to understanding learners' own culture and other cultures. Culture "nurtures an appreciation of oneself and the potential for understanding and appreciating others"[4]. CLIL method stress the use of foreign language to the learner, so this learning process is inseparable from culture. By improving culture awareness, learners get to know how people in other culture perceive and understand the world, which strengthen the their learning motivation in the cross-cultural environment.

### 3. CLIL and the Values Education in College English

The Values Education in China aims to integrate ideological and political education into every curriculum in colleges and universities, so as to realize the educational goal of fostering character and civic virtue, as well as promoting a national patriotic sentiment among students. It provides a positive psychological impact on college student's lives by teaching them to overcome challenges with a positive attitude and also helps students in developing personality traits in facing difficulties.

#### 3.1. The CLIL-Pyramid

Based on the 4Cs-Framework, the CLIL-Pyramid was developed as an planning tool for teachers. The 4Cs are the core of the base area of the CLIL-Pyramid, and should be considered when plan a lesson in a CLIL way[5]. It include four parts: 4. Clil-Workout, 3. Task-Design: (Cognition + Communication; Output-Scaffolding), 2. Choice of Media: (Study Skills + ; Input-Scaffolding), 1. Topic Selection (Figure 2).

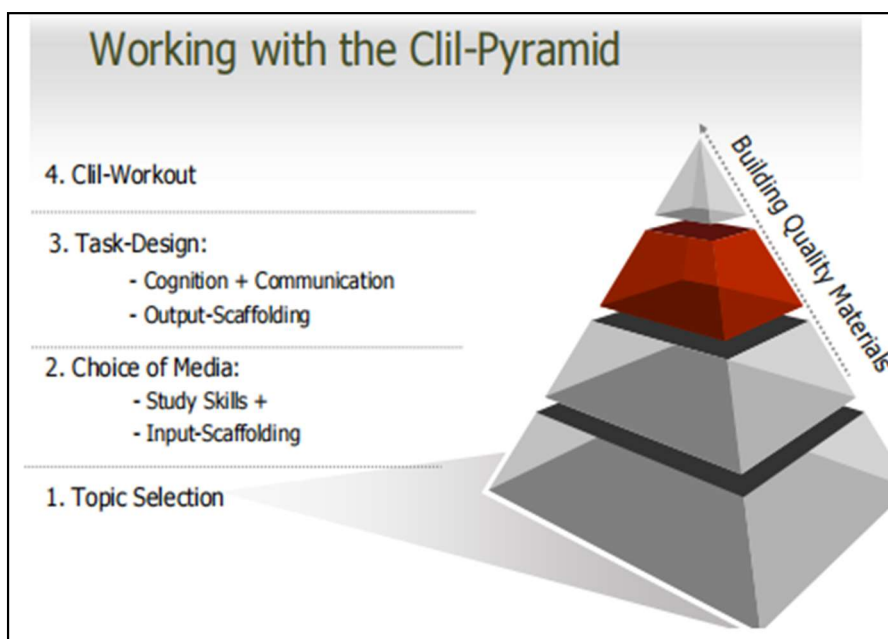


Figure 2. The CLIL Pyramid

#### 3.2. CLIL-Guided Teaching Design for Values Education in College English

##### 3.2.1. Topic Selection

The design of a CLIL unit begins with topic selection. It has to meet the need of the subject and is the core of the lesson. As a starting point of the lesson, the topic must be chosen in accordance

with student's age and cognition. For the values education, a proper topic is crucial for the teaching effect. The topic selected should meet the requirement of the values education and also make the students feel related.

### 3.2.2. Choice of Media

Multimodal input is also a key element in the use of CLIL method. Various forms can be adopted, such as Power Point presentation, video, role-play, picture dictation, dice game, story telling etc. The choice of media determines how much and what kind of scaffolding is needed and indicates the specific learning objectives of the lesson. Especially for values education, the choice of media can serve as a great way to facilitates the accomplishment of the teaching objectives.

### 3.2.3. Task Design

The tasks need to be designed to achieve the goal of both meeting the requirement of the subject and also the language skills. This means when teachers design the tasks, student's developmental stage, language competence, the linking between subject and language should be taken into account. The tasks should be designed to lead to genuine and meaningful communication in different ways. For values education, the tasks designed should encourage students to share knowledge as it requires cognitive skills, understanding of others, their ideas and their culture.

### 3.2.4. CLIL Workout

The workout refers to a review of contents and language elements in the lesson. The workout can be designed as three parts: pre-activities, development activities and consolidation activities. Pre-activities are used to activate the previous knowledge, development activities to develop knowledge and skills and consolidation activities to revise content.

## 4. Summary

Dalton-Puffer asserted that the CLIL approach requires a reconceptualization of language roles. So the CLIL classroom includes three kinds of language learning, "the Language Triptych": the language of learning, the language for learning, and the language through learning. This fully embodies the essence of the CLIL approach, and serves as a proper guideline for the values education in college English lesson. By implementing the CLIL approach, the values education and the language learning in college English class can both achieve a better learning result.

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