

CLIL in the UK Part 1: Promoting CLIL in English primary and secondary schools

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The state of languages in England

- Languages not compulsory after 14 since 2004
- The national curriculum: teaching of foreign languages required at key stage 2 (ages 7–11) and key stage 3 (ages 11–14).
- Academies and free schools (the majority of secondary schools) are not required to follow the national curriculum.
- 2019, Ofqual reported entries for MFL exams almost halved since 2002
- 2021 French stable at 124,655; Spanish increased by 4% to 109,655; German decreased by 10% to 37,035; other languages decreased by 23% to 25,225.

<https://lordslibrary.parliament.uk/foreign-languages-primary-and-secondary-schools>

<https://www.gov.uk/national-curriculum>

The barriers

- Perceived as difficult;
- pupils struggle to see the relevance of the subject in their lives;
- issues around transition between primary and secondary school;
- poorly designed curricula that do not allow pupils to make progress and see success;
- Low expectations among teachers and school leaders;
- The perception that “English is enough”, related to global English and leaving the EU.

Successful CLIL in Europe

- Strong extrinsic motivation resulting from the standing of English as a world language;
- the presence of English in the media and cultural environment, providing constant reinforcement of learning outside and beyond school;
- strong parental support and involvement;
- policies from central or regional government to promote and support CLIL.

(Dobson, 2020)

Noble intentions

Learning a language is ‘a liberation from insularity and provides an opening to other cultures’. It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. In doing this, the languages curriculum has a potential positive impact on business and the economy.

Ofsted (2021)

But no CLIL

- Osted report: Pillars of progression in the curriculum: phonics, vocabulary, grammar
- TSC review: “The content taught through the new language should be stimulating and widen pupils’ knowledge of the culture, history and literature of speakers of the new language without compromising the necessary sequencing of vocabulary and grammar”.
- National Centre for Excellence for Language Pedagogy, University of York, launched 2018 – no CLIL (<https://ncelp.org/>)

CLIL in England

- Many initiatives since 1970s
- Peaked 1990s and early 2000s
- Official support for CLIL in England was withdrawn as a consequence of changes in curricular priorities and in school organisation introduced after 2010
- Since 2011 many initiatives closed eg 'Links into Languages'
- Ofsted: short case studies on CLIL, Developing Modern Languages through other Subjects, was closed. Publications were withdrawn from general circulation in 2017 and archived because they were deemed not to reflect 'current policy'
- CLIL now relies heavily on the initiative of individual teachers and head teachers

(Dobson, 2020)

Taking steps towards CLIL

Funded by Links into Languages. Teachers already using CLIL ('experts'); Teachers not yet using CLIL but who wish to introduce it (new teachers); 'native-speaker' university language teachers (ULTs)

1. New Ts and ULT meet to discuss the content and to highlight any problematic language issues.
2. New Ts and ULTs visit the expert(s) at school to observe a lesson. After the class, novices, experts and lecturer to discuss the lesson.
3. New Ts and ULTs meet to discuss the observation and start planning lesson sequence.
4. New Ts plan a short sequence of CLIL lessons. ULTs available for consultation on language issues.
5. New Ts choose one lesson in the sequence to be observed by ULTs. After class, they discuss the lesson.
6. New Ts and ULTs come together to share and discuss what they did and plan how they will take the experience forward.

Learning through Languages UK

<https://learningthroughlanguages.org.uk/>



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Welcome to Learning through Languages UK

Aiming to increase the uptake in languages and raise achievement levels across all subjects in schools through bilingual education





Who are we?

Who are Learning through Languages UK?

Learning through Languages UK aims to increase the uptake in languages and raise achievement levels across all subjects in schools through bilingual education. We draw on shared expertise across educational sectors and public stakeholders in order to coordinate, resource, train, research and disseminate, the implementation of learning subjects such as geography or history through the medium of a foreign language (an approach sometimes known as Content and Language Integrated Learning or CLIL)

Across the UK there are pockets of activity in learning through languages, but these remain fragmented and dependent on individuals, often lacking sustainability. Learning through Languages UK will therefore connect the existing community of practitioners and informal networks at both school and university level, drawing on their expertise to achieve maximum impact. Our ultimate aim is to develop a golden thread of language learning from primary school through to university.

The leading partners are Aston University, University of Edinburgh, Manchester Metropolitan University, Sheffield Hallam University and Westminster University.



Learning and Teaching materials

Learning and Teaching materials is a module which provides materials on CLIL for those teachers who want or are implementing CLIL in their schools. We have divided the materials in terms of Languages:

- English
- French
- German
- Spanish
- Multilingual

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CLIL Mondays

October 15, 2020

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CLIL Mondays



EVENTS

CLIL MONDAYS

📅 October 15, 2020

Online CLIL talks

Learning through Languages UK and the Centre for Language Research at Aston are pleased to announce the launch of « CLIL Mondays », the second Monday of each month from 4.30 to 5.30. This series of online talks is aimed at teachers at primary, secondary and tertiary levels who have an interest in Content and Language Integrated Learning. CLIL Mondays combine short 30-min talks on aspects of CLIL with Q&A time. From Spring 2021, one session per term will be open to practitioners for sharing of good practice, you are warmly invited to come and present your CLIL work...

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- Conference
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RECENT POSTS



CLIL Mondays
October 15, 2020



Free Online Primary FL Teacher Education
September 17, 2020

Resources

Ofqual report 2019 on Recent trends in modern foreign language exam entries in anglophone countries

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/844128/Recent_trends_in_modern_foreign_language_exam_entries_in_anglophone_countries_-_FINAL65573.pdf

Ofsted report 2021 on Research and analysis. **Curriculum research review series: languages**

<https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages>

- Language Trends 2020 Language teaching in primary and secondary schools in England

https://www.britishcouncil.org/sites/default/files/language_trends_2020_0.pdf

2016 Teaching Schools Council – modern foreign languages pedagogy review

<https://tscouncil.org.uk/wp-content/uploads/2016/12/MFL-Pedagogy-Review-Report-2.pdf>

Reference

Alan Dobson (2020) Context is everything: reflections on CLIL in the UK, *The Language Learning Journal*, 48:5, 508-518, DOI: [10.1080/09571736.2020.1804104](https://doi.org/10.1080/09571736.2020.1804104)