Whatever the CLIL cuisine, a pinch of SALT will help!

On teaching content and language through a language-aware CLIL model

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Overview

1. Teachers’ beliefs on the role of language teaching in CLIL
2. SALT – a language-aware teaching model for CLIL
3. Where do we go from here?
CLIL teachers’ beliefs on TL teaching

Qualitative studies on target language teaching in CLIL:

- mostly immersive, implicit, language bath, input-rich;
- minimal language teaching intervention; no specific language goals,
- language learning is a by product of content teaching:

CLIL teachers’ beliefs on TL teaching

- T2: I just say, okay I’m not your language teacher, I am in this sense, I will not check on anyone’s language knowledge in the classical sense, I will tell the students that I am not a trained language teacher, and I’ll make, when speaking, also my own mistakes, but what’s important is that you keep talking, that is absolutely essential, and only through talking you learn the language.

- T1 “I might ruin something, I’m not someone who thinks he can do everything and this (being a language teacher) I can definitely not do”.

(Gierlinger, 2016)
It takes two to tango: What does pedagogically motivated SLA theory say?

• There are **not two separate objects**, language as a system and language as a set of texts. The relationship between the two is analogous to that between the weather and the climate. ….. The climate is the theory of the weather. (Halliday & Matthiessen, 2014)

• **Simply exposing** learners to rich input, as is possible with some analytic approaches, e.g. the natural approach, ..., and some forms of immersion education, even in the context of authentic tasks, is **insufficient**. (Long, M. H., 2011)

• Second **languages** are **not** learned by **osmosis**, as decades of research studies in one-way immersion contexts have consistently shown (Cammarata, L., & Tedick, D. J., 2012).

• **L2 acquisition** by **implicit** means alone is **limited** in its success. Although L2 learners are surrounded by language, not all of it “goes in”. (Ellis, N., 2015)
SALT: Balance your teaching through languaging

- **S (Strategic languaging)**
  - Skills-oriented s.
  - Task-appropriate s.
  - Individual s.
  - Strategic bundles

- **A (All language practices)**
  - Multi-lingualism
  - Code-switching
  - Cross-linguistic comparisons
  - Translation

- **L (Multi-modal Literacies)**
  - Digital literacy
  - Multimodal literacy
  - Mobile literacy
  - Multimedia literacy

- **T (Topic relevant language)**
  - Genre
  - TOR: task-obligatory register
  - Morphology work
  - Meta-language
Directions for the teaching of languages in CLIL

• How to maximise the use of the target language in CLIL and yet leave room for explicit and intentional languaging?

• How to support CLIL teachers’ identity transformation from seeing themselves as primarily content teachers to content and language teachers?

• How to make CLIL teachers aware of the complexity of the target language register for the learning of subject content and how to support them on this way?

• How not to alienate subject teachers and lead them to dismiss languaging as an ivory tower oddity?
References