

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:

Arocena Egaña, Cenoz, & Gorter, 2015, Bovellan, 2014, Gierlinger, 2016, Hüttner et al., 2013, Massler, 2012, McDougald, 2015, Viebrock, 2012, Wegner, 2012.

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**".

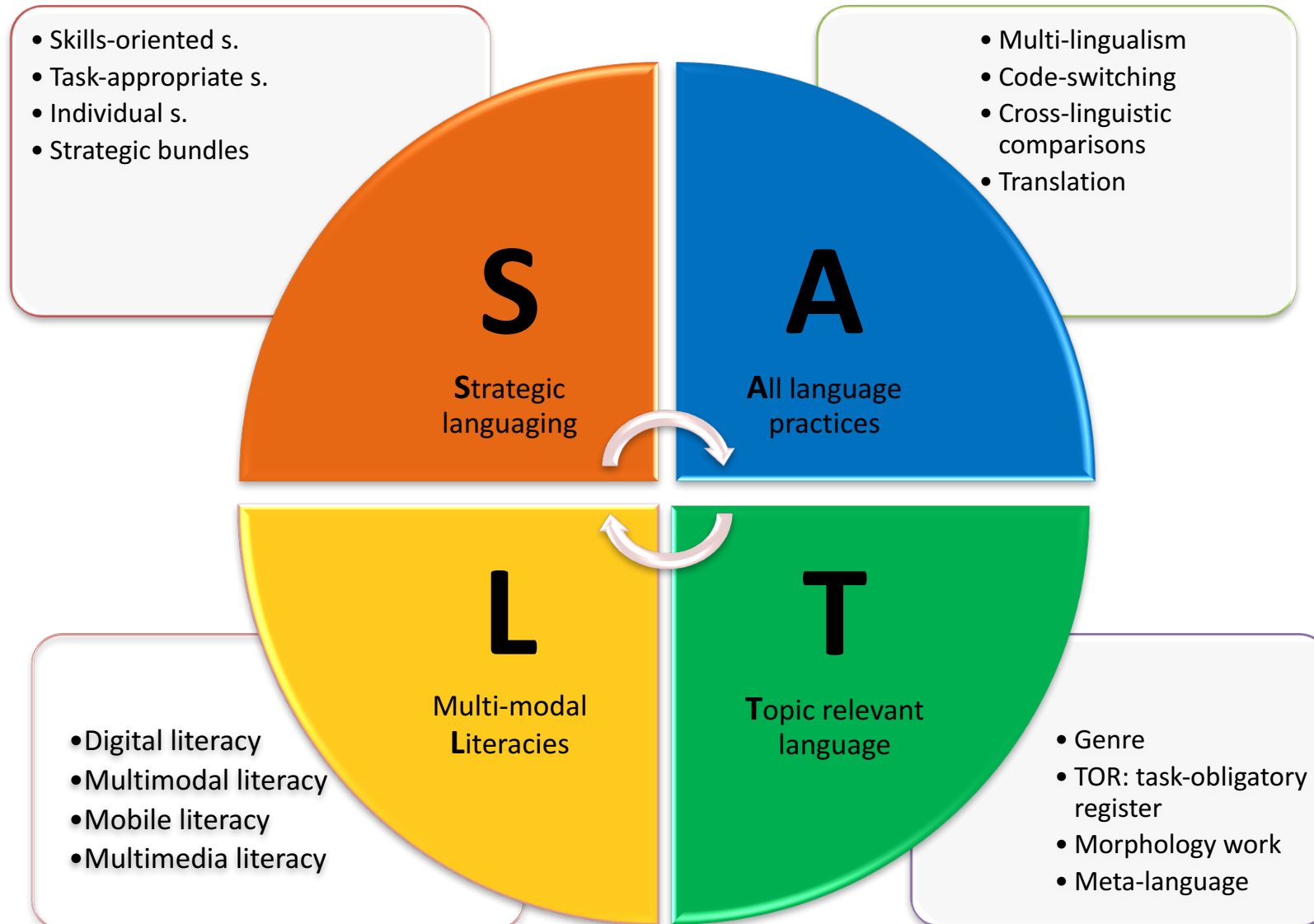
(Gierlinger, 2016)

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



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?

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