

Introduction

■ What is the Teaching Knowledge Test: Content and Language Integrated Learning (TKT: CLIL)?

The Teaching Knowledge Test: Content and Knowledge Integrated Learning (TKT: CLIL) is an additional module of the Teaching Knowledge Test (TKT) developed by Cambridge ESOL. TKT: CLIL is for teachers who teach different curricular subjects through the medium of English and for English language teachers who use curriculum content in their teaching.

TKT: CLIL tests candidates' knowledge of concepts related to teaching subject content in a non-native language. TKT: CLIL is NOT:

- a test of subject-specific knowledge
- a test of practical skills
- a test of English language proficiency.

TKT: CLIL consists of one module. There are 80 objective questions in the test. Question types include matching, multiple choice and odd-one-out.

TKT: CLIL has no entry requirements such as previous teaching experience, subject teaching or language teaching qualifications. Candidates should have *at least* an intermediate level of English, e.g. minimum PET, IELTS band 4, CEFR B1. They are expected to be familiar with key CLIL terminology and examples of subject vocabulary from the curriculum. The *TKT: CLIL Glossary* contains a list of terminology. Examples of subject vocabulary can be found in lists on pages 23–24 of the *TKT: CLIL Handbook for Teachers*. These are both available on the Cambridge ESOL website at www.cambridgeesol.org/clil.

Candidates also need to be familiar with language teaching terminology as represented in the separate *TKT Glossary*. This is also available on the Cambridge ESOL website at www.cambridgeesol.org/tkt.

Cambridge ESOL also offers candidates the opportunity to keep a teaching portfolio to help them reflect on their teaching practice. The portfolio is not an essential part of the test and is not assessed. If you would like to keep a portfolio, go to www.teacherportfolio.cambridgeesol.org.

■ What is The TKT Course CLIL Module?

The *TKT Course CLIL Module* has five main aims:

- 1 To introduce readers to the concepts and terms about teaching and learning that are central to TKT: CLIL and to give them opportunities to do test practice with TKT: CLIL sample tasks and a test paper.
- 2 To introduce readers to some of the main theories, approaches and activities in CLIL and to encourage analysis of their usefulness to their learners and learning contexts.
- 3 To share with readers some of the resources available to CLIL teachers.

The TKT Course CLIL Module

- 4 To provide materials and activities that give teachers opportunities for professional development by exploring areas of knowledge and concepts which have been introduced.
- 5 To build on TKT for those readers who have done that course before doing TKT: CLIL.

■ Who is *The TKT Course CLIL Module* written for?

The TKT Course CLIL Module is written for the following readers:

- readers intending to take TKT: CLIL; they might be studying for it on a course, or alone as self-access students
- readers who have done TKT and would like to continue professional development in CLIL
- readers who are subject teachers or language teachers
- readers who are already teaching CLIL and readers who have not started teaching CLIL yet
- readers who have done teacher training or development courses in teaching curricular subjects, teaching English or teaching other languages
- both non-native language speakers and native speakers of English
- readers who are teaching in EAL (English as an Additional Language) contexts in Britain and work with non-native learners from minority language groups in mainstream education
- readers who are classroom assistants working in CLIL contexts.

■ What are the contents of *The TKT Course CLIL Module*?

The TKT Course CLIL Module follows the contents and order of the TKT: CLIL specifications. The book consists of two parts. Each part is divided into units which cover the TKT: CLIL specifications for that part. See the table on page 4.

The book also contains:

- CLIL terms from the *TKT: CLIL Glossary*. These occur in each unit and are shown in **bold** the first time they appear in a unit.
- ELT terms from the *TKT Glossary*. These occur in most units and are shown in **bold italics**. Some are defined in the book and all are defined in the *TKT Glossary*.
- A TKT: CLIL practice test
- Test tips for taking TKT: CLIL
- Answer keys for the Follow-up activities in each unit, the TKT: CLIL practice tasks and the TKT: CLIL practice test
- Two lists of the terms from the *TKT: CLIL Glossary* and the *TKT Glossary* that are used in the book. The first list gives the terms for the whole book in alphabetical order and the second gives the terms for each unit. The first list gives the pages where each term first appears.

The units build on one another so that ideas introduced in one unit provide the foundation for the ideas introduced in a following unit.

- Part 1 focuses on terms and concepts used to describe the aims of and rationale for CLIL.
- Part 2 focuses on lesson preparation, lesson delivery and assessment.

■ How is each unit organised and how can it be used?

The advice in the table on the next page is intended for those using the book on a taught course or for self-access readers. It can also be adapted for use by CLIL trainers.

Readers using this book by themselves should choose a CLIL coursebook, a CLIL materials or schools website or an ELT coursebook with CLIL units in it to use for the Discovery activities.

Readers should think of a specific learner or a specific group of learners for the Reflection and Discovery activities.

We recommend readers to look at the *TKT: CLIL Glossary* and the *TKT Glossary* as they work through the book. These will help consolidate and extend understanding of CLIL and ELT terms. Readers can also access further examples of practice tasks and ideas for CLIL teacher training at:

<https://www.teachers.cambridgeesol.org/ts/teachingqualifications/clil/resources>

It is also useful to have a good dictionary such as the *Cambridge Advanced Learner's Dictionary*, Cambridge University Press, and for many CLIL subject concepts and terms, the *Cambridge School Dictionary*, Cambridge University Press, both of which are available with a CD-ROM.

Enjoy the challenge of teaching CLIL and enjoy reflecting on your teaching. For those readers who take TKT: CLIL, all the best.

The TKT Course CLIL Module

Each unit in *The TKT Course CLIL Module* follows the same structure:

Section	Purpose	Suggestions for use
Learning outcomes	To inform the reader of the knowledge and skills they should have after completing the unit. N.B. Learning outcomes take time to achieve, so teachers may want to put some of the ideas into practice before they can evaluate if they have achieved them.	Read these before you start the unit, then again after you have read the unit. How well do you think you have achieved the outcomes? What more do you need to do to be able to achieve them? For example: <ul style="list-style-type: none"> • reread a section of the unit • look in the glossary to check meanings of concepts • do the practice task again • reflect on classroom practice.
Starter question and answer	To provide a definition of the key terms in the title of the unit.	Try to answer the question before reading the answer.
Key concepts	To introduce the main ideas of the unit and to explain the key terms.	There is often a short question at the start of this section. Try to answer it before reading the text that follows.
Key concepts and the CLIL classroom	To discuss how the key concepts influence CLIL and teaching.	Think how you can apply each point in your CLIL context.
Follow-up activity/ies	To allow the reader to work with the key concepts in order to understand them more fully. N.B. These activities do not use the same question formats as those used in TKT: CLIL.	Completing these tasks leads to a much fuller understanding of the unit's key concepts. There is an answer key on pages 116–119.
Reflection	To encourage readers to develop their own opinions on the key concepts by considering questions or comments. They may be from teachers, learners or researchers.	Discuss these points with other teachers if possible. As this section is about opinions, no answers are given.
Discovery activities	To encourage the reader to find out more about the key concepts, to experiment with them in the CLIL classroom and to assess their usefulness.	These activities involve extra research, e.g. reading chapters from books, finding websites, seeing how concepts are applied in coursebooks, trying out ideas in the classroom and writing comments in your TKT: CLIL portfolio. Are you going to write the portfolio in English or in your own language?
TKT: CLIL practice task	To review the unit's content and to help readers become familiar with the TKT: CLIL task formats and level of language used in the test. N.B. These task formats are the same question formats as those used in TKT: CLIL.	Do this task to familiarise yourself with the format of TKT: CLIL and to test yourself on the contents of the unit. You can check your answers in the answer key on page 119.

Part 1 Knowledge of CLIL and principles of CLIL

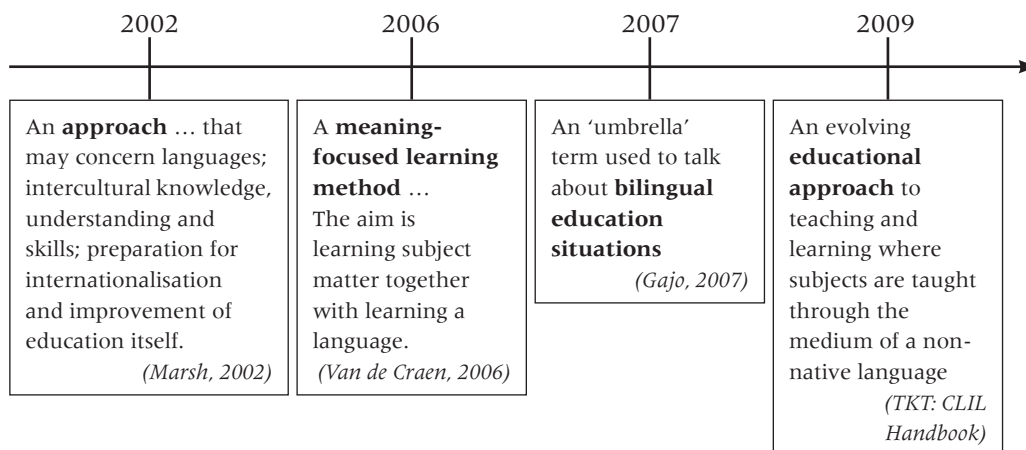
Unit 1 Aims of CLIL and rationale for CLIL

LEARNING OUTCOMES

KNOWLEDGE: to know what CLIL is and to understand its aims
 SKILLS: to be able to describe the 4Cs of CLIL

■ What is CLIL?

CLIL, or Content and Language Integrated Learning, has many definitions. Here are some of them:



CLIL is an **approach** or **method** which integrates the teaching of content from the **curriculum** with the teaching of a non-native language. It is increasingly important in our global, technological society, where knowledge of another language helps **learners** to develop skills in their first or home language and also helps them develop skills to communicate ideas about science, arts and technology to people around the world. It gives learners a different learning experience compared with most foreign language teaching because in a CLIL classroom, the curricular subject and new language are taught together. Thinking and learning skills are integrated too. CLIL can involve many methodologies from both subject and language teaching, so CLIL presents new challenges for teachers and learners.

CLIL teachers can be subject teachers, language teachers, primary classroom teachers or classroom assistants. Different teachers have different challenges: language teachers need to learn more about subject content; subject teachers need to learn about the language needed for their subjects. In some programmes, there is cooperation between subject and language teachers. CLIL learners in schools are between three and eighteen years old and start CLIL at different ages. Others may be in vocational or academic study.

Part 1 Knowledge of CLIL and principles of CLIL

What are the benefits of CLIL?

CLIL aims to:

- introduce learners to new concepts through studying the curriculum in a non-native language
- improve learners' production of the language of curricular subjects
- improve learners' performance in both curricular subjects and the target language
- increase learners' confidence in the target language and the L1
- provide materials which develop thinking skills from the start
- encourage stronger links with values of community and citizenship
- make the curricular subject the main focus of classroom materials.


We know from research that compared with learners who study English in ELT classes, most learners who start CLIL in primary schools are, by the time they finish primary education: more confident using the target language as well as their L1; more sensitive to vocabulary and ideas presented in the target language and in the L1; they have a more extensive and varied vocabulary; they reach higher levels of English than those reached in ELT courses. In secondary schools, CLIL usually leads to better language proficiency and has positive effects on L1 proficiency. In addition, learners' subject knowledge is about the same as if taught in L1. Brain research shows that in CLIL, learners are more cognitively active during the learning process.

■ Key concepts

What are the different models of CLIL?

'CLIL' is a term used to cover a range of contexts and models. Some schools teach topics from the curriculum as part of a language course. This is called **soft CLIL**. Other schools teach partial immersion programmes where almost half the curriculum is taught in the **target language**. This is called **hard CLIL**. Mid-way between these models, some schools teach a modular CLIL programme where a subject such as science or art is taught for a certain number of hours in the target language.

The table below shows examples of three possible CLIL models: **language-led**, **subject-led** and **partial immersion**.

Soft CLIL	Type of CLIL	Time	Context
	Language-led	45 minutes once a week	Some curricular topics are taught during a language course.
	Subject-led (modular)	15 hours during one term	Schools or teachers choose parts of the subject syllabus which they teach in the target language.
	Subject-led (partial immersion)	about 50% of the curriculum	About half of the curriculum is taught in the target language. The content can reflect what is taught in the L1 curriculum or can be new content.
Hard CLIL			

What are the 4 Cs of CLIL?

CLIL is sometimes referred to as having '4 Cs' as components: content, communication, cognition and culture (Coyle, 2007; Coyle, Hood and Marsh, 2010). This is a useful description because the integration of content, communication, cognition and culture is one way to define teaching aims and learning outcomes. The fourth C, culture, is also referred to as citizenship or community. The 4 Cs are connected.

- **Content**

The curricular subjects taught in CLIL include art, citizenship, classics, design and technology (DT), economics, environmental studies, geography, history, information and communication technology (ICT), literacy, mathematics, music, physical education (PE), philosophy, politics, religious studies (RE), science, social science and technology.

Some CLIL programmes develop cross-curricular links among different subjects. For example, learners might study the history, geography and art of a particular area. This often happens in primary schools. In all CLIL contexts, we need to analyse content for its language demands and to present content in an understandable way.

- **Communication**

Learners have to produce subject language in both oral and written forms. We therefore need to encourage learners to participate in meaningful interaction in the classroom. CLIL aims to increase **STT** (student talking time) and reduce **TTT** (teacher talking time). We should also encourage self-evaluation and peer and group *feedback*. When learners produce the target language while studying curricular subjects, they show that subject knowledge and language skills are integrated. 'By using the language for learning content, communication becomes meaningful because language is a tool for communication, not an end in itself' (Pérez-Vidal, 2009).

- **Cognition**

CLIL promotes cognitive or thinking skills which challenge learners. We need to develop learners' cognitive skills so they can study subjects from the curriculum. These skills include reasoning, creative thinking and evaluating. 'Good CLIL practice is driven by cognition' (Mehisto, Marsh, Frigols, 2008). We also need to analyse thinking processes for their language demands and to teach learners the language they need to express their thoughts and ideas.

- **Culture**

The role of culture, understanding ourselves and other cultures, is an important part of CLIL. 'Culture is at the core of CLIL' (Coyle, 2007). Learners sometimes need to communicate in a non-native language with new arrivals who may have different home languages as well as different social and cultural backgrounds. Learners need knowledge of those who live in other regions or countries. CLIL gives us opportunities to introduce a wide range of cultural contexts. We want to develop learners who have positive attitudes and who become aware of the responsibilities of global as well as local citizenship. Inside the classroom, we should value different home languages. Beyond the classroom, we can make links with partnership schools and make use of the Internet to communicate with learners across the world about, for example, local environmental projects.

Part 1 Knowledge of CLIL and principles of CLIL

■ Key concepts and the CLIL classroom

A researcher in bilingual education, Jim Cummins, described **BICS** and **CALP**.

- **BICS** (Basic Interpersonal Communicative Skills)
 These are skills needed for social, conversational situations. Research with immigrant learners in Canada (Cummins, 2001) showed that most achieved BICS after two to three years of education in the target language. Language learning is contextualised and supported by teachers and resources. Tasks associated with BICS are often less cognitively demanding. Examples of less demanding tasks are: repeating greetings and matching cards with words and pictures.
- **CALP** (Cognitive Academic Language Proficiency)
 According to Cummins and other researchers, it takes learners at least five years to achieve CALP, which is a level required for academic school study. Language used in subject teaching is often abstract and formal and therefore it is cognitively demanding. Teachers need to recognise when learners should move from BICS towards CALP and provide support. Examples of the use of cognitively demanding language are: justifying opinions, making hypotheses and interpreting evidence.

FOLLOW-UP ACTIVITY (See page 116 for answers)

Look at these materials (1–4) from coursebooks. Which are from ELT books and which are from CLIL books? How do you know? Think of the 4 Cs as well as BICS and CALP.

1

Plant or animal?

LOOK AND DO

1. Classify the food. Use stickers.

sticker sticker sticker sticker
 sticker sticker sticker sticker
 sticker sticker sticker sticker

2. Draw a healthy sandwich.

stickers

6 Plants and animals

plant	plant	plant	plant	plant	plant
plant	animal	animal	animal	animal	animal

(from *Essential Science 1*, Santillana Richmond 2006)

2

5 A B C, food for me!

8 Listen and write the numbers.

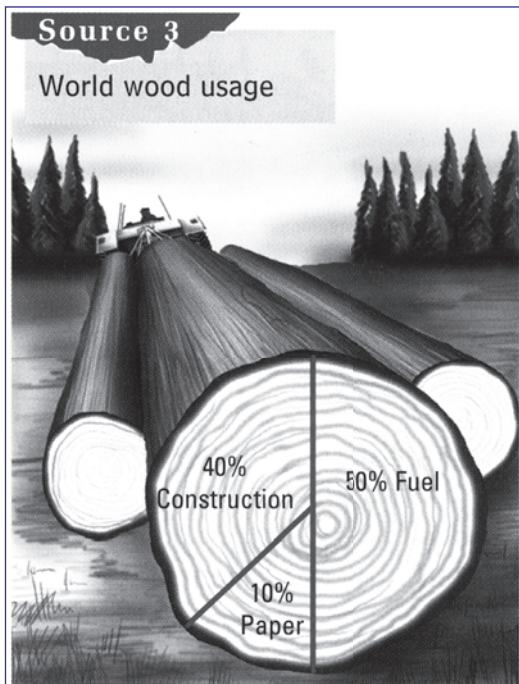
○ ○ ○ ○ ○
 ○ ① ○ ○

9 What letters are missing? Say, listen and check.

_ H I _ S _ A N A _ A S
 A P P _ _ S C H _ C _ E N
 S A N _ _ I C H E S E _ G S
 C _ E E _ E C _ K E S
 _ _ A N G E _ _ I C E

(from *Join Us for English* by G. Gerngross and H. Puchta, Cambridge University Press 2006)

3

**Activity 1**

Look at Source 3. Draw bar graphs or a divided bar graph to show world wood usage.

(from *Challenge*, ed. V. Bunce, Longman 1999)

4

3 Read this paragraph about the economy of Sweden, and put all the verbs in the passive.

In the south of Sweden farmers grow cereals, potatoes and sugar beet, and rear cattle and pigs. The Swedes exploit the northern forests for their timber. They can export timber products indefinitely because they have managed the forests well and not destroyed them with uncontrolled cutting. They mine iron inside the Arctic Circle. They established the first mines in the 1890s, and the high salaries attracted workers to move to this inhospitable region. But they have recently had to close many mines because of a fall in demand. Competition from developing countries has damaged the once prosperous steel and shipbuilding industries, but industrialists manufacture a variety of profitable goods, including aircraft, cars, domestic equipment and textiles.



(text from *First Certificate Avenues* by D. Foll and A. Kelly, Cambridge University Press 1998)

REFLECTION

- 1 Which model of CLIL programme do you have in your school?
- 2 How do you develop the '4 Cs' of CLIL?
- 3 How would you describe CLIL to a teacher who does not know what CLIL is?

DISCOVERY ACTIVITIES

- 1 Which three of the seven aims on page 6 do you think are the most important for CLIL?
- 2 Look up www.ecml.at/mtp2/clilmatrix/en/qmain.html and from the matrix find out about teaching examples related to the 4 Cs.
- 3 Look at a CLIL coursebook or a section of a language coursebook which has a topic related to a curriculum subject. Think how it demonstrates the 4 Cs of CLIL.

Part 1 Knowledge of CLIL and principles of CLIL

- 4 Find three or four activities which your learners do. Are they cognitively demanding? Do the learners need support to do the tasks? Is this true for all the learners in your class?
- 5 Look up www.clilcompendium.com/keyterms.htm and find some key terms used in CLIL.

.....
TKT: CLIL practice task *(See page 119 for answers)*

For questions **1–6**, choose the best option (**A**, **B** or **C**) to complete each statement about CLIL.

-
- 1** CLIL is
- A** about learning a new language quickly.
 - B** a method for thinking in English.
 - C** an approach with many different methodologies.
- 2** Communication in CLIL aims to
- A** develop skills to express ideas in curricular subjects.
 - B** increase the use of TTT across the curriculum.
 - C** encourage listening skills in cross-curricular work.
- 3** One of CLIL's aims is to
- A** improve the L1.
 - B** increase learners' confidence in using grammar.
 - C** provide cognitive development for learners.
- 4** In the CLIL classroom, BICS helps learners
- A** use ICT across the curriculum.
 - B** develop basic conversational language.
 - C** improve their thinking skills.
- 5** In the CLIL classroom, CALP helps learners
- A** communicate in everyday situations.
 - B** develop thinking skills for studying subjects.
 - C** do tasks such as copying and repeating new subject language.
- 6** Studying curricular subjects in CLIL helps learners
- A** develop better pronunciation for all subjects.
 - B** improve their reading and writing skills during all lessons.
 - C** understand new subject knowledge and language together.
-