



Cambridge English

TKT

Teaching Knowledge Test

Handbook for teachers

TKT: CLIL (Content and Language Integrated Learning)



Preface

This handbook is intended for tutors and candidates and provides information to help prepare for the *TKT: CLIL (Content and Language Integrated Learning)* module.

For further information on any Cambridge English Teaching Qualifications and courses, please go to www.cambridgeenglish.org/teachingqualifications

For further copies of this handbook, please email marketingsupport@cambridgeenglish.org

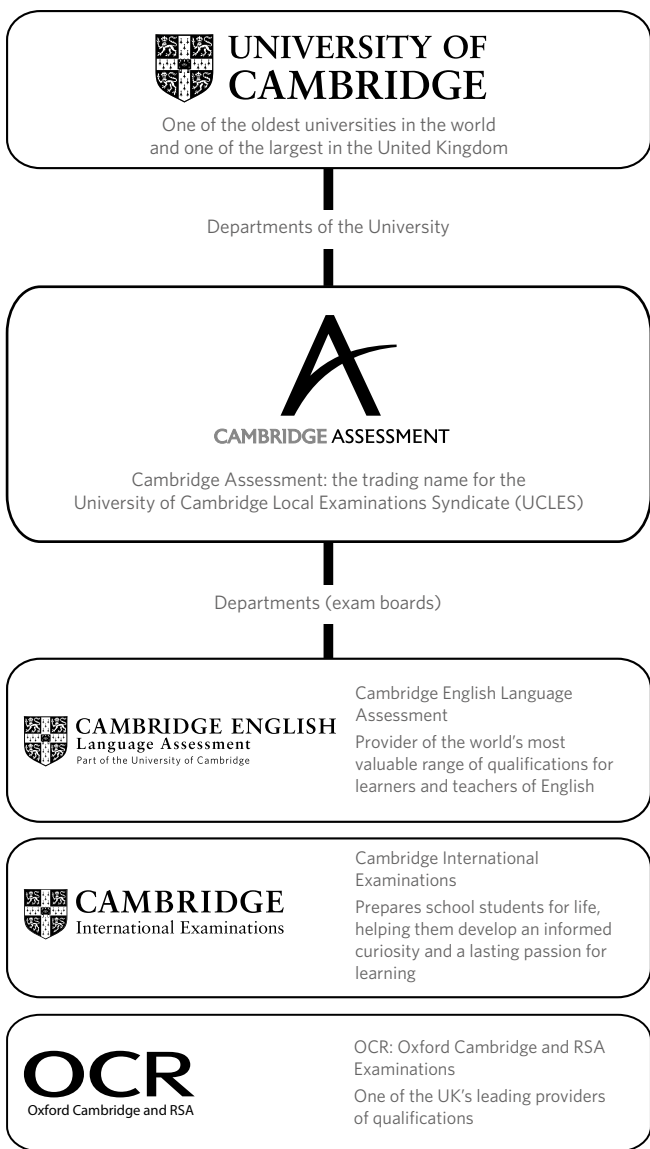
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About Cambridge English Language Assessment

TKT (Teaching Knowledge Test) is developed by Cambridge English Language Assessment, a not-for-profit department of the University of Cambridge.

We are one of three major exam boards which form the Cambridge Assessment Group (Cambridge Assessment). More than 8 million Cambridge Assessment exams are taken in over 170 countries around the world every year.



The world's most valuable range of English qualifications

We develop and produce the most valuable range of qualifications for learners and teachers of English in the world. Over 5 million people in 130 countries take our exams every year.

We offer assessments across the full spectrum of language ability. We provide examinations for general communication and for professional and academic purposes. All of our English language exams are aligned to the principles and approach of the Common European Framework of Reference for Languages (CEFR).

To find out more about Cambridge English exams and the CEFR, go to www.cambridgeenglish.org/cefr

Cambridge English Teaching Qualifications

Our internationally recognised teaching qualifications provide a route into the English language teaching profession for new teachers and a comprehensive choice of career development for experienced teachers.

Supporting teachers

Cambridge English Teaching Qualifications such as *TKT* form an important part of our teacher development range. All of our teaching qualifications are mapped onto the Cambridge English Teaching Framework, which is designed to help teachers identify where they are in their career, plan where they want to get to and identify development activities to get there.

Proven quality

Our commitment to providing assessment of the highest possible quality is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all Cambridge English exams. Of particular importance are the rigorous procedures which are used in the production and pretesting of question papers.

All our systems and processes for designing, developing and delivering exams and assessment services are certified as meeting the internationally recognised ISO 9001:2015 standard for quality management and are designed around five essential principles:

Validity – are our exams an authentic test of real-life English or teaching knowledge?

Reliability – do our exams behave consistently and fairly?

Impact – does our assessment have a positive effect on teaching and learning?

Practicality – does our assessment meet candidates' needs within available resources?

Quality – how we plan, deliver and check that we provide excellence in all of these fields.

How these qualities are brought together is outlined in our publication *Principles of Good Practice*, which can be downloaded free from www.cambridgeenglish.org/principles

Cambridge English Teaching Qualifications – an overview

The following qualifications are available to teachers through Cambridge English Teaching Qualifications centres:

	Candidate requirements		Qualification features					
	Teaching experience	Entry qualifications	Teaching age group	Can be taken pre-service	Course participation required	Assessed teaching practice	Continuous assessment/coursework	Paper-based test
TKT Modules 1, 2 and 3 Teaching Knowledge Test	Not essential	Not required	Primary, secondary or adults	○				○
TKT: CLIL (Content and Language Integrated Learning)	Not essential	Not required	Primary, secondary or adults	○				○
TKT: Young Learners	Not essential	Not required	Primary	○				○
CELTA Certificate in Teaching English to Speakers of Other Languages	Not required	Qualifications allowing access to higher education	Adults	○	○ Face-to-face or online/blended options	○	○	
ICELT In-service Certificate in English Language Teaching	Required	Local requirements for teachers apply	Primary, secondary or adults		○	○	○	
Delta Module One Diploma in Teaching English to Speakers of Other Languages	Recommended	Initial teaching qualification	Primary, secondary or adults					○
Delta Module Two	Required	Initial teaching qualification	Primary, secondary or adults		○	○	○	
Delta Module Three	Recommended	Initial teaching qualification	Primary, secondary or adults				Extended assignment	

The following courses and qualifications are available to teachers through institutions and educational authorities:

	Candidate requirements		Course/qualification features					
	Teaching experience	Entry qualifications	Teaching age group	Can be taken pre-service	Course participation required	Assessed teaching practice	Continuous assessment/coursework	Online/blended learning course option
CELT-P Certificate in English Language Teaching – Primary	Required	Local requirements for teachers apply	Primary		○	○	○	○
CELT-S Certificate in English Language Teaching – Secondary	Required	Local requirements for teachers apply	Secondary		○	○	○	○
Train the Trainer	Required	Teaching qualification	Adults		○			
Certificate in EMI Skills English as a Medium of Instruction	Required	Local requirements apply	Students in higher education contexts		○		○	○
Language for Teaching – A2	N/A	A1 level English	Primary, secondary	○	○		○	○
Language for Teaching – B1	N/A	A2 level English	Primary, secondary	○	○		○	○
Language for Teaching – B2	N/A	B1 level English	Primary, secondary	○	○		○	○

Cambridge English Teaching Framework – at the heart of professional development

We developed the Cambridge English Teaching Framework:

- to help teachers identify where they are in their professional career
- to help teachers and their employers think about where they want to go next and identify development activities to get there.

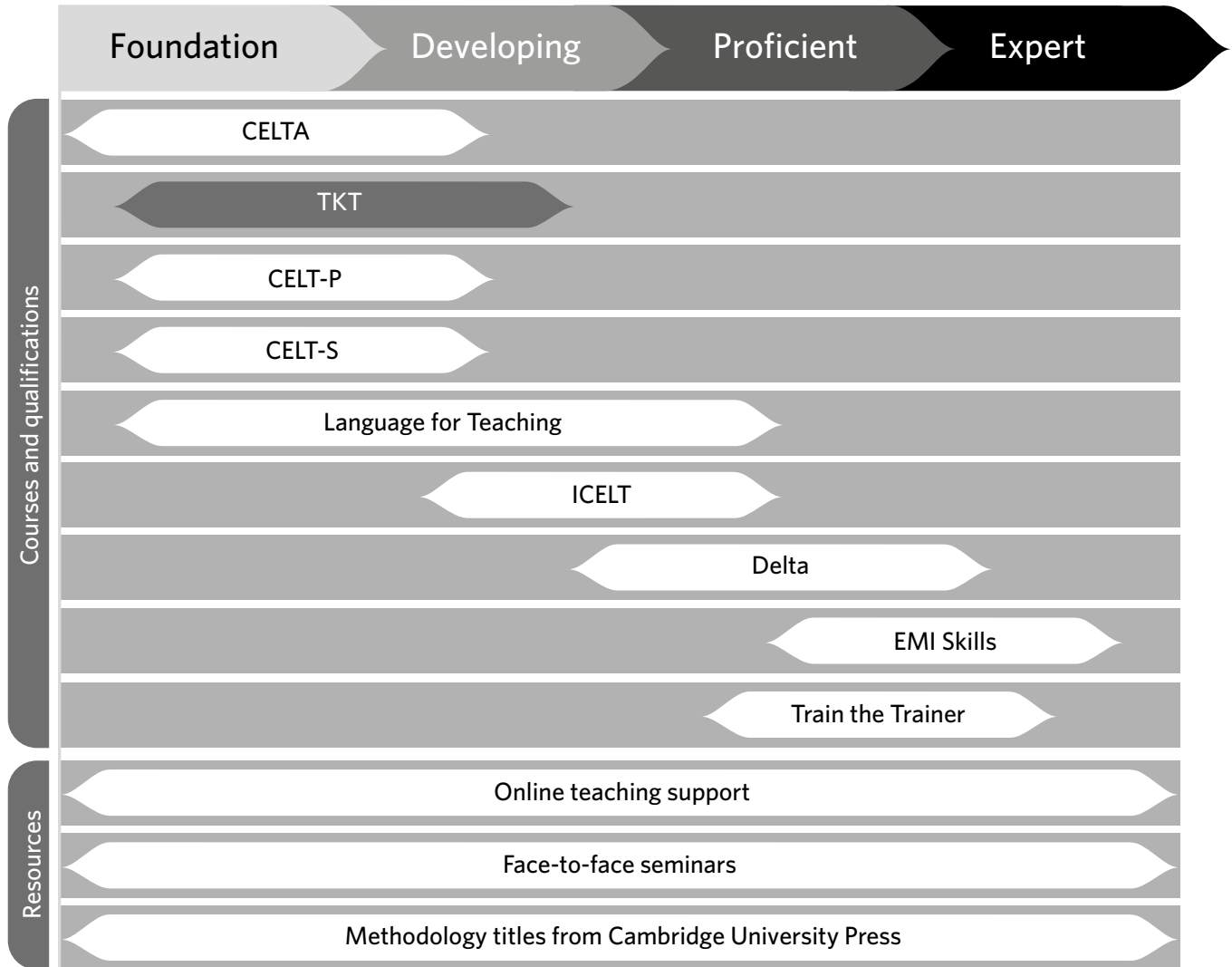
	Foundation	Developing
Learning and the Learner	<ul style="list-style-type: none"> • Has a basic understanding of some language-learning concepts. • Demonstrates a little of this understanding when planning and teaching. 	<ul style="list-style-type: none"> • Has a reasonable understanding of many language-learning concepts. • Demonstrates some of this understanding when planning and teaching.
Teaching, Learning and Assessment	<ul style="list-style-type: none"> • Has a basic understanding of some key principles of teaching, learning and assessment. • Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques. • Can use available tests and basic assessment procedures to support and promote learning. 	<ul style="list-style-type: none"> • Has a reasonable understanding of many key principles of teaching, learning and assessment. • Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques. • Can design simple tests and use some assessment procedures to support and promote learning.
Language Ability	<ul style="list-style-type: none"> • Provides accurate examples of language points taught at A1 and A2 levels. • Uses basic classroom language which is mostly accurate. 	<ul style="list-style-type: none"> • Provides accurate examples of language points taught at A1, A2 and B1 levels. • Uses classroom language which is mostly accurate.
Language Knowledge and Awareness	<ul style="list-style-type: none"> • Is aware of some key terms for describing language. • Can answer simple learner questions with the help of reference materials. 	<ul style="list-style-type: none"> • Has reasonable knowledge of many key terms for describing language. • Can answer most learner questions with the help of reference materials.
Professional Development and Values	<ul style="list-style-type: none"> • Can reflect on a lesson with guidance and learn from feedback. • Requires guidance in self-assessing own needs. 	<ul style="list-style-type: none"> • Can reflect on a lesson without guidance and respond positively to feedback. • Can self-assess own needs and identify some areas for improvement.

Proficient	Expert
<ul style="list-style-type: none"> • Has a good understanding of many language-learning concepts. • Frequently demonstrates this understanding when planning and teaching. 	<ul style="list-style-type: none"> • Has a sophisticated understanding of language-learning concepts. • Consistently demonstrates this understanding when planning and teaching.
<ul style="list-style-type: none"> • Has a good understanding of key principles of teaching, learning and assessment. • Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques. • Can design effective tests and use a range of assessment procedures to support and promote learning. 	<ul style="list-style-type: none"> • Has a sophisticated understanding of key principles of teaching, learning and assessment. • Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques. • Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.
<ul style="list-style-type: none"> • Provides accurate examples of language points taught at A1, A2, B1 and B2 levels. • Uses classroom language which is consistently accurate throughout the lesson. 	<ul style="list-style-type: none"> • Provides accurate examples of language points taught at A1-C2 levels. • Uses a wide range of classroom language which is consistently accurate throughout the lesson.
<ul style="list-style-type: none"> • Has good knowledge of key terms for describing language. • Can answer most learner questions with minimal use of reference materials. 	<ul style="list-style-type: none"> • Has sophisticated knowledge of key terms for describing language. • Can answer most learner questions in detail with minimal use of reference materials.
<ul style="list-style-type: none"> • Can reflect critically and actively seeks feedback. • Can identify own strengths and weaknesses as a teacher, and can support other teachers. 	<ul style="list-style-type: none"> • Consistently reflects critically, observes other colleagues and is highly committed to professional development. • Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.

See the full version of the framework for detailed competency statements: www.cambridgeenglish.org/teaching-framework

Continuing development opportunities at every level

Our teaching qualifications and range of teacher support are mapped onto the framework, so teachers and educational institutions can find the combination of development activities that suits them best.



See page 29 for more information about Cambridge English teaching courses and qualifications.

Content and Language Integrated Learning (CLIL) explained

What is CLIL?

CLIL describes an evolving approach to teaching and learning where subjects are taught and studied through the medium of a non-native language.

The experience of learning subjects through the medium of a non-native language can be more challenging and intensive than conventional language lessons. Learners are exposed to a broader range of language while simultaneously gaining knowledge and skills in different areas of the curriculum. In CLIL, learning a curricular subject (Geography for example) in a second or third language involves drawing on effective pedagogical practice from a range of different educational contexts.

CLIL - a variety of approaches

There are many different types of CLIL programmes around the world, ranging from full immersion to short 20–30-minute subject lessons in the target language. Subjects may be taught by subject specialists or by language teachers. In some countries classroom assistants support the learners too. There are also contexts where CLIL is used to integrate learners (often from minority language groups) into mainstream classes. Examples of these programmes are English as an Additional Language (EAL) in Britain and Content Based Instruction (CBI) in the US.

The benefits of CLIL

There are many advantages to the CLIL approach: it develops confident learners, enhances academic cognitive processes and communication skills, and encourages inter-cultural understanding and community values.

In addition, research shows that learners become more sensitive to vocabulary and ideas presented in their first language as well as in the target language and they gain more extensive and varied vocabulary. Learners reach proficiency levels in all four skills of listening, speaking, reading and writing far beyond what is expected in other English programmes for young learners. This success is shown in ICT skills too.*

In secondary schools, research indicates that effects are beneficial, and that: 'CLIL leads to better English proficiency, that it has no negative effect on L1 proficiency, nor on the pupils' subject knowledge**'; and that it 'induces the learner to be more cognitively active during the learning process***'.

The global need for language learning, particularly for English, has created a demand for new ways of teaching languages. CLIL is a flexible and effective approach which is being used to respond to this need. Many teachers of curricular subjects are finding they can develop professionally by adding CLIL to their range of skills.

* Johnstone, R and McKinstry, R (2008) Evaluation of Early Primary Partial Immersion (EPPI). www.scilt.org.uk

** Coleman, L (2006) CLIL behind the dykes; the Dutch bilingual model in IATEFL, *YLSIG Journal*.

*** Van de Craen, P, Mondt, K, Allain, L and Gao, Y (2008) Why and How CLIL Works, *Vienna English Working Papers* 16, 70–78. Available at researchgate.net/publications (accessed 9 November 2016).

Introduction to TKT

TKT tests knowledge about English language teaching. The tests are designed to encourage teachers in their professional development by providing a step in their progression on the Cambridge English Teaching Framework. Candidates can also use TKT to access further training and enhance career opportunities.

TKT - an overview

TKT is divided into separate modules. Candidates can take them all, or choose the modules that meet their needs. A certificate is received for each module completed.

The **core modules** are designed to provide a foundation in the principles and practice of English language teaching:

- *TKT: Module 1* - Language and background to language learning and teaching
- *TKT: Module 2* - Lesson planning and use of resources for language teaching
- *TKT: Module 3* - Managing the teaching and learning process.

Teaching knowledge is assessed by means of objective-format tests, which are simple to administer and to take.

There are further **specialist modules**, which can be taken separately or added to the core modules:

- *TKT: CLIL (Content and Language Integrated Learning)*
- *TKT: Young Learners (YL)*.

Please note: *TKT: KAL (Knowledge about Language)*, *TKT: Practical* and computer-based *TKT Modules 1, 2 and 3* are no longer available after December 2016.

The aims of the modular format

The format is designed to be accessible and offer candidates maximum flexibility, and therefore does not include a compulsory course component. However, it is likely that centres and other institutions will wish to offer courses for TKT preparation.

What can successful candidates do with TKT?

TKT increases teachers' confidence and enables them to progress to other Cambridge English Teaching Qualifications.

TKT is recognised as an English language teaching qualification by many organisations and institutions around the world.

TKT: CLIL – an overview

TKT: CLIL is a test of knowledge of Content and Language Integrated Learning and concepts related to a CLIL approach. It tests knowledge about teaching subjects in English to speakers of other languages and the learning, thinking and language skills which are developed across different curriculum subjects.

TKT: CLIL tests knowledge of how to plan lessons, as well as knowledge of activities and resources used to support a CLIL approach. It also tests knowledge of teaching strategies and how assessment is carried out in CLIL contexts.

Who is TKT: CLIL suitable for?

TKT: CLIL is suitable for subject teachers who need to teach their curricular subjects in English, English language teachers who teach curricular subjects in a second language and English as an Additional Language (EAL) teachers working within mainstream classes.

It can also be taken by:

- pre-service teachers
- teachers who wish to refresh their teaching knowledge
- teachers who are moving to teaching English after teaching another subject.

Entry criteria and language requirements

Candidates are not required to fulfil any specific entry criteria for *TKT: CLIL*. There are no formal English language requirements; however, candidates are expected to be familiar with language relating to the practice of English language teaching. The *TKT Glossary* and *TKT: CLIL Glossary* can also be downloaded from www.cambridgeenglish.org/tkt

Test structure

The *TKT: CLIL* module consists of a timed pencil-and-paper test, featuring 80 multiple-choice questions.

It tests candidates' knowledge of concepts related to a CLIL approach to teaching and learning, rather than their subject knowledge, proficiency in the English language, or their performance in classroom situations.

Approaches to teaching and learning

A range of approaches to teaching and learning may be covered in the test. Materials are carefully selected so that they are fair to candidates from all backgrounds and teaching contexts. Knowledge of communicative and other approaches to teaching is expected, as is familiarity with the common terminology of English language teaching (a non-exhaustive list of teaching terminology and definitions is provided in the *TKT Glossary* and *TKT: CLIL Glossary*).

Sources and text types for TKT: CLIL preparation

Extracts, original or adapted, from the following sources may feature in *TKT: CLIL*:

- CLIL coursebooks, activity books or supplementary materials, including CLIL materials found online
- the *TKT Glossary* and the *TKT: CLIL Glossary*
- articles relating to CLIL from journals, magazines and the internet
- diagrams and other visuals
- descriptions of classroom situations.

Support for candidates and course providers

Support and general information for *TKT: CLIL*, including a downloadable version of this handbook, can be found at www.cambridgeenglish.org/tkt

Materials for course providers

For course providers, teacher training session plans and other trainer resources can be found at www.cambridgeenglish.org/resources-for-teachers

We also run free seminars and webinars for teachers, with replays available on Cambridge English TV:

Webinars for teachers:
www.cambridgeenglish.org/webinars

Seminars and events:
www.cambridgeenglish.org/events

Cambridge English TV:
www.youtube.com/cambridgeenglishtv

Preparing for TKT: CLIL

It is not necessary to complete a course to enter for *TKT: CLIL*. Candidates can prepare for their exam independently, or can if they prefer, follow a course provided by an exam or teaching qualification centre.

Official Cambridge English preparation materials for *TKT: CLIL* have been jointly developed by Cambridge English and Cambridge University: www.cambridge.org/cambridgeenglish

Pretesting

Pretesting of *TKT* test material provides us with valuable information about candidates' performance on particular tasks. Pretesting is also useful for centres or institutions, as it gives candidates the opportunity to familiarise themselves with *TKT* task types under test conditions and to receive feedback on areas of strength and weakness.

If your centre or institution would like to be involved in *TKT* pretesting, find out more at www.cambridgeenglish.org/about-pretesting

Further information

Contact your local authorised exam centre or teaching qualification centre, or our helpdesk at www.cambridgeenglish.org/helpdesk for:

- details of entry procedure
- current fees
- details of exam sessions
- more information about *TKT* and other Cambridge English Teaching Qualifications and exams.

TKT: CLIL administration

Entry procedure

Candidates must enter through an authorised Cambridge English examination or teaching qualification centre. For a list of centres, go to www.cambridgeenglish.org/teachingcentresearch

TKT: CLIL is available throughout the year and examination centres select their own test dates. Entries must be made at least six weeks in advance of a test date.

Please note that more notice may be necessary if candidates have special requirements and therefore need special arrangements (see section on Special Circumstances).

For copies of the Regulations and more details on entry procedure, current fees and further information about this and our other examinations, contact your local examination centre.

Results

Candidates receive a certificate for each module taken. Candidate performance is reported using four bands.

Band	A candidate at this level demonstrates
4	extensive knowledge of <i>TKT: CLIL</i> content areas
3	breadth and depth of knowledge of <i>TKT: CLIL</i> content areas
2	basic, but systematic knowledge of <i>TKT: CLIL</i> content areas
1	limited knowledge of <i>TKT: CLIL</i> content areas

Notification of results

TKT results are issued to centres approximately two to four weeks after we receive the answer sheets in Cambridge.

Please note that despatch of candidates' results will be delayed if they need special consideration or if malpractice is suspected (see section on Special Circumstances).

Enquiries on results must be made through the candidate's centre.

Appeals procedure

We provide a service to enable centres to appeal, on behalf of candidates, against assessment decisions that affect grades awarded to candidates, e.g. decisions relating to results and decisions relating to irregular conduct.

Candidates should first contact their centre for advice. For more information about the appeals procedure, go to www.cambridgeenglish.org/help/enquiries-and-appeals

Special Circumstances

Cambridge English exams are designed to be fair to all test takers. This commitment to fairness covers:

- **Special arrangements**
These are available for candidates with a permanent or long-term disability. Consult your Centre Exams Manager (CEM) for more details.
- **Special consideration**
We will give special consideration to candidates affected by adverse circumstances such as illness or bereavement immediately before or during an exam. Applications for special consideration must be made through the centre no later than 10 working days after the exam date.
- **Malpractice**
We will investigate all cases where candidates are suspected of copying, collusion or breaking the exam regulations in some other way. Results may be withheld while they are being investigated, or because we have found an infringement of regulations. Centres are notified if a candidate's results have been investigated.

For more information about Special Circumstances go to www.cambridgeenglish.org/help

TKT: CLIL test overview

Overview

TIMING	1 hour 20 minutes
NO. OF QUESTIONS	80
TASK TYPES	Objective tasks, such as matching and multiple choice.
ANSWER FORMAT	Candidates indicate their answers by shading the correct boxes on their answer sheets. Candidates should use a pencil.
MARKS	Each question carries 1 mark.

Syllabus

TKT: CLIL is an examination for both subject teachers and English language teachers involved in CLIL programmes.

It tests knowledge of the aims and rationale of a CLIL approach and knowledge of CLIL from a teaching perspective: the planning, teaching and assessment of CLIL. It also focuses on teachers' awareness of learning demands (content, language, communication, cognition) and support strategies for learners in CLIL programmes.

Title	Areas of teaching knowledge	Task types and format
Knowledge of CLIL and principles of CLIL	<ul style="list-style-type: none"> aims of and rationale for CLIL knowledge language across the curriculum communication skills across the curriculum cognitive skills across the curriculum learning skills across the curriculum 	<p>4 tasks consisting of 25 questions.</p> <p>Tasks include matching and multiple choice.</p>
Lesson preparation	<ul style="list-style-type: none"> planning a lesson or a series of lessons language demands of subject content and accompanying tasks resources including multi-media and visual organisers materials selection and adaptation activity types and their purposes 	<p>4 tasks consisting of 25 questions.</p> <p>Tasks include matching and multiple choice.</p>
Lesson delivery	<ul style="list-style-type: none"> classroom language scaffolding content and language methods to help learners develop learning strategies consolidating learning and differentiation 	<p>3 tasks consisting of 20 questions.</p> <p>Tasks include matching and multiple choice.</p>
Assessment	<ul style="list-style-type: none"> focus of assessment types of assessment support strategies 	<p>2 tasks consisting of 10 questions.</p> <p>Tasks include matching and multiple choice.</p>

Knowledge of CLIL and principles of CLIL

This part of the *TKT: CLIL* module tests candidates' knowledge of a CLIL approach and knowledge of the learning, cognitive, language and communication skills across the curriculum.

Possible testing focus

CLIL aims

The 4 Cs (Coyle) – Content, Communication, Cognition and Culture (the 4th C is sometimes called Citizenship or Community).

BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency) (Cummins) – differences in cognitive demands of teaching materials (see *separate TKT:CLIL Glossary*).

CLIL aims to:

- introduce learners to new ideas and concepts in curricular subjects
- improve learners' performance in both curricular subjects and the target language
- encourage stronger links with the citizenship curriculum
- increase learners' confidence in the target language
- make the content subject the primary focus of classroom materials
- enable learners to access curricular subjects by modifying lesson plans to take into account pupils' ability in the target language
- provide cognitively challenging materials from the beginning
- provide scaffolding to support learning of content and language.

Language across the curriculum

The language demands of curricular subjects so that learners can understand and communicate (listening, speaking, reading and writing). These include features such as:

- the use of present, past and future forms (but not in any more detail e.g. present perfect continuous)
- comparative/superlative forms
- modal verbs for expressing: ability; certainty; deduction; obligation; permission; prediction; preference; possibility; probability; prohibition; speculation
- conditionals
- passive forms
- imperatives
- questions
- reported speech
- personal and impersonal pronouns
- time expressions
- connectors (and, but, or, because)
- collocations
- synonyms
- opposites
- use of specialist subject vocabulary.

Communication skills across the curriculum

This includes features such as:

- agreeing or disagreeing
- asking questions
- clarifying what has been said
- comparing and contrasting
- describing cause and effect; diagrams; images; a process
- evaluating work (own and others')
- expressing ideas

- giving examples; information; reasons
- hypothesising
- instructing
- interpreting data
- justifying answers or opinions
- persuading
- predicting
- presenting solutions; presenting work
- stating facts and opinions
- suggesting changes; ideas.
- **Cognitive skills across the curriculum**

*The six main cognitive processes are listed below with associated verbs and examples of activities which develop these thinking skills:

 - **remembering:** recognise, recall (activities: label, list, identify, match, name, recite, spell, state facts, tell)
 - **understanding:** explain, interpret (activities: classify, compare, define, describe, draw, give examples, order, predict, sequence, translate)
 - **applying:** carry out, do (activities: calculate, experiment, find out, interview, prepare, present, research, show)
 - **analysing:** examine, reason (activities: analyse, choose, decide, deduce, examine, give reasons, justify, show the difference between, solve)
 - **evaluating:** evaluate, assess (activities: conclude, consider, give an opinion, judge, prove, rate, recommend)
 - **creating:** make, produce (activities: build, change, compose, create, design, imagine, invent).

*Adapted from Coyle, Hood and Marsh (2010). *CLIL: Content and Language Integrated Learning*, Cambridge: Cambridge University Press.
- **Learning skills across the curriculum**

This includes features such as:

 - carrying out investigations
 - drafting, writing and editing work
 - estimating then checking or measuring
 - guessing from context
 - locating, organising and interpreting information
 - note-taking
 - planning
 - recording results
 - reviewing
 - setting own learning goals
 - scanning and skimming text
 - selecting and using reference materials
 - summarising
 - transferring information from one source to another.
- support strategies
- learner interaction
- resources
- Can Do statements
- links to other curricular subjects.
- **Language needed to deliver subject content and accompanying tasks**
 - word and sentence-level features of oral and written language
 - text types (genre) in CLIL and their features: layout, organisation, purpose:
 - discussion: balanced argument, essay, one-sided argument
 - explanation: process, cycle, cause and effect
 - procedure: instructions (technical or general)
 - persuasion: advertisement, notice, proposal, review
 - recount: account of an event or an experiment, autobiography, biography, diary
 - report: article, description of characteristics of something e.g. scientific, historical, geographical
 - other text types: letter, narrative, email.
- **Resources**
 - multimedia: visual, auditory, digital
 - graphs: bar chart, pie chart and line graph
 - visual organisers and their purposes:
 - Carroll diagram
 - cause-effect or process diagram
 - cycle
 - flowchart
 - grid
 - identification key (binary)
 - mind map
 - quadrant
 - storyboard
 - T-chart
 - table
 - timeline
 - tree diagram
 - Venn diagram

(See TKT: CLIL Glossary for examples and purposes of visual organisers)
 - ICT in CLIL:
 - adding animation
 - still images and diagrams
 - changing and interpreting digital images
 - collating information on spreadsheets
 - creating PowerPoint presentations
 - designing and using a database
 - doing web searches
 - using draw or paint software
 - word processing
 - purposes for using resources and ICT to encourage student talking time (STT) – exchanging and sharing information; to present and revisit subject vocabulary; to encourage learner autonomy; to provide learning support; to handle data; to develop enquiry skills; to be creative.
- **Materials selection and adaptation**

Ways of using and adapting materials for CLIL:

 - adding visuals and diagrams
 - omitting unnecessary detail
 - simplifying language

Lesson preparation

This part of the CLIL module tests candidates' knowledge of planning, teaching and assessing curricular subjects taught through the medium of English.

Possible testing focus

- **Planning a lesson or series of lessons**
 - teaching objectives
 - learning outcomes
 - activating prior knowledge
 - tasks to develop the 4Cs: content, communicative and cognitive skills, focus on culture
 - differentiation

- paraphrasing vocabulary
- highlighting key subject vocabulary
- inserting a word bank or glossary
- reordering activities to progress from least to most demanding
- using a variety of layout designs, font sizes and styles
- personalising topics
- adding web links.
- **Activity types and their purposes**
 - classifying words, numbers or objects into groups
 - dictation: whole class, group and pair
 - feature identification
 - freeze frames
 - gap-fill
 - information transfer (to use subject-specific language in a different content or medium)
 - interviews and hot seat
 - labelling
 - matching
 - multiple choice
 - ordering letters, words, sentences and paragraphs
 - poster presentations
 - predicting from images, words, titles, sentences, sound or objects
 - pyramid discussion
 - questionnaires
 - summarising
 - true/false; yes/no
 - word, sentence, diagram, text completion
 - word searches
 - Purposes of activities could include:
 - revisiting subject-specific language
 - developing communicative and/or cognitive skills
 - developing accuracy
 - developing fluency
 - encouraging collaborative learning
 - developing creativity
 - personalising learning
 - encouraging learner autonomy.
- giving constructive feedback
- providing word banks, glossaries, sentence support and language frames for input and output of content and language
- providing models of effective work
- relating subject topics to personal experience
- allowing some use of the L1 (code switching).
- **Methods to help learners develop learning strategies**

This includes features such as:

 - encouraging predicting and estimating skills
 - encouraging personalising of content
 - encouraging risk taking – not worrying about mistakes
 - encouraging guessing from context
 - helping set learners' own learning goals
 - helping develop study skills – using dictionaries, the internet, reading around subject concepts
 - encouraging use of visual prompts to aid memory
 - helping take quick and accurate notes
 - encouraging reviewing of vocabulary and ideas
 - encouraging questions and problem solving.
- **Consolidating learning**

This includes features such as:

 - reminding; repeating; demonstrating again
 - directing to further practice; directing learners to help others
 - revisiting concepts through a different medium
 - making links with other curricular subjects.
- **Differentiation**
 - Providing less challenge:
 - (modified input) providing additional language frames, word banks, glossaries in L1 and target language, additional visual support, simplified texts
 - (modified output) answering fewer questions, producing shorter texts
 - (modified outcome) e.g. produce a simple design rather than a complex one.
 - Providing more challenge:
 - checking own work
 - helping peers
 - doing extension activities
 - designing activities for others.

Lesson delivery

Possible testing focus

- **Classroom language**
 - Use of questions to scaffold and promote thinking: lower order talk (what, where, when, who) → higher order talk (why, how, what is the evidence, what do you think of ...?).
 - Purpose: presenting subject content, developing understanding, commenting on what's happening during practical work, developing learners' communicative and/or cognitive skills, discussing ideas, encouraging learners, explaining subject concepts, instructing, modelling subject language, questioning, recasting, classroom management.
 - Ways of encouraging student talking time: pair work; task-based learning; group presentations; role play; explaining results; peer and group feedback.
- **Scaffolding content and language**

This includes features such as:

 - allowing longer wait time(s)
 - breaking down tasks into small steps
 - creating interest in the subject
 - doing practical demonstrations

Assessment

Possible testing focus

- Focus of assessment: content and/or language; cognitive skills; learning skills; practical skills; communication skills.
- Types of assessment: formative, summative, peer, self, portfolio, performance.
- Use of Can Do statements, use of criteria.
- Support strategies:
 - changing vocabulary
 - simplifying language structures
 - adding visuals
 - some use of L1 or target language glossaries
 - modifying test instructions
 - providing additional examples
 - allowing extra time
 - repeating oral instructions in L1
 - reading instructions aloud
 - explaining instructions
 - allowing questions from learners in L1.

For questions 1 – 7, match the classroom activities with the main learning objectives listed A – D.
Mark the correct letter (A – D) on your answer sheet.

Main learning objectives

- A to focus on content vocabulary
- B to develop communication skills
- C to develop cognitive skills
- D to raise awareness of culture

Classroom activities

- 1 Learners find out about attitudes to keeping fit in different societies.
- 2 Learners put the names of different habitats in the spaces on the world map.
- 3 Learners observe the effect that different weights have on the length of a steel spring, and consider why this happens.
- 4 Learners find out how their classmates gathered information for their marketing projects.
- 5 Learners label a diagram of the digestive system.
- 6 Learners research how musical instruments are used to celebrate different national days.
- 7 Learners rank the factors leading to the unification of Italy in order of importance.

For questions 8 – 14, look at the tasks and the three features of language (A, B and C).

Choose the feature of language which matches the task.
Mark the correct letter (A, B or C) on your answer sheet.

- 8 Describing how a fridge works and writing an essay about the history of the first motor cars
 - A passive forms
 - B negative imperatives
 - C modal verbs for expressing obligation
- 9 Interviewing another student about the sports they like/dislike and describing a landscape
 - A sequencing words
 - B present tenses
 - C adverbs of frequency
- 10 Producing a leaflet about saving energy in the home and writing instructions for using a computer game
 - A the past tense
 - B positive imperatives
 - C modal verbs for inviting
- 11 Writing a maths problem and designing a class survey about transport
 - A modal verbs for giving advice
 - B superlatives
 - C question forms
- 12 Predicting the results of a science experiment and planning who does what for the next group history project
 - A future forms
 - B prepositions of place
 - C technical vocabulary
- 13 Writing recommendations about services offered by local banks and doing a group project about three countries
 - A prepositions of time
 - B comparatives
 - C reported speech
- 14 Labelling a poster about the sections of an orchestra and talking with a partner about daily eating habits
 - A vocabulary for expressing feelings
 - B conditionals
 - C singular and plural forms of nouns

For questions 15 – 19, look at the communicative functions and the three ways of expressing them, listed **A, B** and **C**.

Two of the ways are appropriate for each function. One of the ways is **NOT**.

Mark the way (**A, B** or **C**) which does **NOT** express the function on your answer sheet.

15 Clarifying what you want to say

- A 'What I mean is that the economy is likely to improve next year.'
- B 'I think the main point is that employers should increase wages.'
- C 'To give an example, I believe employees need to co-operate with employers.'

16 Presenting solutions

- A 'One thing we could do is measure the amounts shown in the charts.'
- B 'Solving the equation is really important for working out the answers.'
- C 'The best way of dealing with the data is to present it in a line graph.'

17 Disagreeing

- A 'That might be the reason for using Excel. I think, however, we need to check the data first.'
- B 'I see what you're saying. On the other hand, word processing is quicker.'
- C 'Actually, it's not a bad idea. I believe trying different search engines will help us.'

18 Inviting others' opinions

- A 'Have you got any suggestions about what his motives might be?'
- B 'Could you just think about his motives for a few minutes?'
- C 'Can you tell us what you think about his motives?'

19 Asking for clarification

- A 'Did you understand it?'
- B 'Do you mean that it's wrong?'
- C 'That's what you're trying to say, isn't it?'

For questions 20 – 25, look at the activities and the three cognitive skills listed **A, B** and **C**.

Choose the cognitive skill which matches each activity.

Mark the correct letter (**A, B** or **C**) on your answer sheet.

20 Read your partner's description of a rainforest ecosystem, and then suggest four improvements to the description.

- A planning
- B evaluating
- C categorising

21 Look at the four musical instruments in the picture, and discuss why they are used in different musical contexts.

- A analysing
- B ranking
- C predicting

22 Look at the three descriptions of fish that live in caves. Write down the similarities, and say why you think these fish have all evolved in these ways.

- A imagining
- B contrasting
- C reasoning

23 In your groups, design a diagram to go on a poster about wasting water.

- A calculating
- B composing
- C distinguishing

24 Change the percentage for the amount of tax each person pays, and see if their income is what you calculated.

- A classifying
- B defining a problem
- C testing a hypothesis

25 Look at these rules for how eye colour is inherited, and work out how likely the children are to have brown eyes.

- A deducing from data
- B comparing information
- C recognising a hypothesis

For questions 26 – 31, match the extracts from a lesson plan with the planning headings listed A – G.

Mark the correct letter (A – G) on your answer sheet.

There is one extra option which you do not need to use.

Planning headings

A	Intended learning outcomes
B	Activities
C	Resources
D	Language of learning
E	Thinking skills
F	Classroom assessment
G	Differentiation

Extracts from a lesson plan

- 26 deciding, recalling, analysing
- 27 Most learners can identify quadrilaterals.
- 28 2-D/sides/angles
- 29 a selection of 2-D shapes, including quadrilaterals
- 30 sort shapes into two groups with a partner
- 31 know that quadrilaterals have four sides

For questions 32 – 38, match the teachers' lesson aims with the types of text genre listed A – H.

Mark the correct letter (A – H) on your answer sheet.

There is one extra option which you do not need to use.

Text genres

A	article
B	song
C	report
D	narrative
E	description
F	advertisement
G	instructions
H	letter

Teachers' lesson aims

- 32 To enable learners to write about the features of a landscape.
- 33 To enable learners to write a sports news item in the school magazine.
- 34 To enable learners to produce typical business communication with customers.
- 35 To enable learners to tell a personal story in the past tense in a literacy class.
- 36 To enable learners to express themselves through music.
- 37 To enable learners to write about the results of an investigation in a science class.
- 38 To enable learners to write down a recipe they have created.

For questions 39 – 45, match the learners' comments on materials with the ways of adapting materials listed A, B and C.

Mark the correct letter (A, B or C) on your answer sheet.

Ways of adapting materials

- A** include a glossary
- B** include visual support
- C** modify the text

Learners' comments

- 39** I couldn't fully understand the text about how the heart works. It was hard to imagine how all the different veins and arteries are connected to the heart.
- 40** I had to look up so many words to try to understand the labels on the diagram that I didn't have time to finish the report.
- 41** The teacher told us to write down facts about the important dates, but there was so much information I couldn't work out which dates these were.
- 42** The stories of the explorers were really exciting, but I wanted it to be clearer which route they all followed on their journeys around the world.
- 43** The video about volcanoes was really good but reading the coursebook afterwards was boring and took a long time.
- 44** I spent such a long time talking to my partner about the meaning of the vocabulary in the text about classical art that we didn't have time to work out the answers.
- 45** The business report was very confusing because there were so many technical terms that I hadn't seen before.

For questions 46 – 50, match the CLIL activities with the activity types listed A – F.

Mark the correct letter (A – F) on your answer sheet.

There is one extra option which you do not need to use.

Activity types

- A** information transfer
- B** jumbled sentences
- C** brainstorming
- D** visualisation
- E** survey
- F** ranking

CLIL activities

- 46** Which of these inventions is most useful to humans? Number them from most useful (1) to least useful (5)
the light bulb penicillin the wheel the mobile phone plastic
- 47** Think of as many ways as you can for the school to save energy.
- 48** Put this text into the correct order.
Then, like electricity, it goes into a meter.
Thin pipes take the gas to different parts of the house.
In towns, gas, like water, often comes into a building from an underground pipe.
- 49** You are ready to start a 1500-metre race. Take time to remember all the training and preparation you have done. Now you are walking up to the starting line. Think about your start. Will you start quickly or go slowly at first? What will your strategy be in the final part of the race? It's nearly time to start.
- 50** Many objects around you contain electromagnets. They are found in electrical motors and loudspeakers. Very large and powerful electromagnets are used as lifting magnets to pick up, then drop old cars, and other old iron and steel.
Where you can find electromagnets What you can use electromagnets for

For questions 51 – 56, look at the cognitive demands and the three questions a teacher could ask (A, B and C).

Choose the teacher's question which matches the cognitive demand.

Mark the correct letter (A, B or C) on your answer sheet.

51

Comparing and contrasting

- A 'Where is the fastest part of the river in this picture?'
- B 'What are the main similarities and differences between the two rivers on your map?'
- C 'What do you think happens to the speed of the water when the river gets wider?'

52

Reasoning

- A 'Which sports rule would it be hardest to explain to someone who didn't know how to play?'
- B 'Can you tell your partner which equipment she needs to bring to play badminton?'
- C 'How do we hold the racket when we are going to serve in tennis?'

53

Evaluating

- A 'Why is it harder to walk up a hill than it is to walk down a hill?'
- B 'What happens to your pencil if you drop it?'
- C 'Which of these bikes is best for mountain biking?'

54

Recalling

- A 'Who led the first voyage of exploration to sail round the world?'
- B 'Why might sixteenth-century adventurers to the New World have felt afraid?'
- C 'How do you think the compass revolutionised sea voyages?'

55

Analysing

- A 'Can you remember who this woman is, the employer or the employee?'
- B 'When is an employer able to break her contract with an employee?'
- C 'What makes you think the employer's decision affected the employees' rights in this case?'

56

Creative thinking

- A 'Which colours are the primary colours in this abstract painting?'
- B 'Are there more warm colours than cold colours in this landscape?'
- C 'How would you change the artist's use of colour in this portrait?'

For questions 57 – 64, match the teachers' words with the scaffolding techniques listed A – E.

Mark the correct letter (A – E) on your answer sheet.

Scaffolding techniques

- A showing learners how to do the task
- B stating the learning outcome of the task
- C encouraging learners to do the task
- D checking and clarifying understanding during the task
- E reviewing the process involved in doing the task

Teachers' words

- 57 'Just try the new paint and we can check it when it has dried.'
- 58 'OK, so the first thing I do is click on the icon here, and then drag it into the desktop.'
- 59 'So, what was the most difficult part of working out the percentage?'
- 60 'Let's look at how you organised the data.'
- 61 'So, what we're going to do is learn about how the engine of the car works.'
- 62 'Why don't you go to the internet and find out the date Shakespeare was born?'
- 63 'OK, can anyone tell me why we are using the passive to describe how the wind turbine works?'
- 64 'Are you trying to find out the number of people in the class with brown eyes or brown hair?'

For questions 65 – 70, match the learners' comments about their work with the learning strategies listed A – G.

Mark the correct option (A – G) on your answer sheet.
There is one extra option which you do not need to use.

Learning strategies

- A reviewing
- B planning
- C organising
- D using L1 knowledge to understand L2
- E guessing from context
- F identifying and using chunks of language
- G notetaking

Learners' comments

- 65 'Before doing the experiment, we talked about the equipment we would need.'
- 66 'I put the biology notes into different folders according to the topics in our coursebook.'
- 67 'I noticed that the text sometimes said 'is made of' so I included that in my report, too.'
- 68 "'Mousemat' is a strange word, but I used the diagram to work out its meaning.'
- 69 'I wrote down the important points about respiration, as I thought they might be useful when I had to explain it in my own words.'
- 70 'I looked through my notes on algebra, and tried to remember how to do the equations.'

For questions 71 – 75, match the assessment activities with the types of assessment listed A – F.

Mark the correct letter (A – F) on your answer sheet.
There is one extra option which you do not need to use.

Types of assessment

- A portfolio
- B formative
- C summative
- D self-assessment
- E peer assessment
- F performance assessment

Assessment activities

- 71 The teacher gives the learners feedback about how far they have achieved the learning outcomes during the lesson.
- 72 Learners keep examples of their best IT work and show them all together at the end of the term or year.
- 73 Learners read each other's projects on local politics and write comments on them.
- 74 The teacher gives a history test at the end of term that covers all the work that has been done that term.
- 75 Learners go through a checklist and decide which areas of technical graphics they understand, and which they need to work on more.

For questions 76 – 80, match the assessment situations with the assessment scaffolding strategies listed A – F.

Mark the correct letter (A – F) on your answer sheet.

There is one extra option which you do not need to use.

Assessment scaffolding strategies

- A** provide writing frames
- B** simplify language structures
- C** provide a glossary of subject-specific vocabulary
- D** read instructions more than once
- E** give examples
- F** provide extra time

Assessment situations

You want to help learners

76

understand key words.

77

process and write down all their ideas in the target language.

78

see the kinds of answer they are required to give.

79

understand exactly what they need to do.

80

draft a well-organised report.

Answer key

1	D	21	A	41	C	61	B
2	A	22	C	42	B	62	C
3	C	23	B	43	C	63	D
4	B	24	C	44	A	64	D
5	A	25	A	45	A	65	B
6	D	26	E	46	F	66	C
7	C	27	F	47	C	67	F
8	A	28	D	48	B	68	E
9	B	29	C	49	D	69	G
10	B	30	B	50	A	70	A
11	C	31	A	51	B	71	B
12	A	32	E	52	A	72	A
13	B	33	A	53	C	73	E
14	C	34	H	54	A	74	C
15	B	35	D	55	C	75	D
16	B	36	B	56	C	76	C
17	C	37	C	57	C	77	F
18	B	38	G	58	A	78	E
19	A	39	B	59	E	79	D
20	B	40	A	60	E	80	A

Sample answer sheet



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Do not write in this box

Candidate Name

If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature _____

Examination Title

Centre

Supervisor:

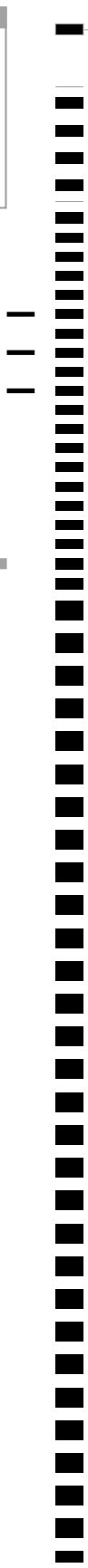
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Centre No.

Candidate No.

Examination Details

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1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9



Use a pencil.

Mark ONE letter for each question.

For example, if you think F is the right answer to the question, mark your answer sheet like this:



Rub out any answer you wish to change with an eraser.

1	A	B	C	D	E	F	G	H	I
2	A	B	C	D	E	F	G	H	I
3	A	B	C	D	E	F	G	H	I
4	A	B	C	D	E	F	G	H	I
5	A	B	C	D	E	F	G	H	I
6	A	B	C	D	E	F	G	H	I
7	A	B	C	D	E	F	G	H	I
8	A	B	C	D	E	F	G	H	I
9	A	B	C	D	E	F	G	H	I
10	A	B	C	D	E	F	G	H	I
11	A	B	C	D	E	F	G	H	I
12	A	B	C	D	E	F	G	H	I
13	A	B	C	D	E	F	G	H	I
14	A	B	C	D	E	F	G	H	I
15	A	B	C	D	E	F	G	H	I
16	A	B	C	D	E	F	G	H	I
17	A	B	C	D	E	F	G	H	I
18	A	B	C	D	E	F	G	H	I
19	A	B	C	D	E	F	G	H	I
20	A	B	C	D	E	F	G	H	I
21	A	B	C	D	E	F	G	H	I
22	A	B	C	D	E	F	G	H	I

23	A	B	C	D	E	F	G	H	I
24	A	B	C	D	E	F	G	H	I
25	A	B	C	D	E	F	G	H	I
26	A	B	C	D	E	F	G	H	I
27	A	B	C	D	E	F	G	H	I
28	A	B	C	D	E	F	G	H	I
29	A	B	C	D	E	F	G	H	I
30	A	B	C	D	E	F	G	H	I
31	A	B	C	D	E	F	G	H	I
32	A	B	C	D	E	F	G	H	I
33	A	B	C	D	E	F	G	H	I
34	A	B	C	D	E	F	G	H	I
35	A	B	C	D	E	F	G	H	I
36	A	B	C	D	E	F	G	H	I
37	A	B	C	D	E	F	G	H	I
38	A	B	C	D	E	F	G	H	I
39	A	B	C	D	E	F	G	H	I
40	A	B	C	D	E	F	G	H	I
41	A	B	C	D	E	F	G	H	I
42	A	B	C	D	E	F	G	H	I
43	A	B	C	D	E	F	G	H	I
44	A	B	C	D	E	F	G	H	I
45	A	B	C	D	E	F	G	H	I
46	A	B	C	D	E	F	G	H	I
47	A	B	C	D	E	F	G	H	I
48	A	B	C	D	E	F	G	H	I
49	A	B	C	D	E	F	G	H	I
50	A	B	C	D	E	F	G	H	I
51	A	B	C	D	E	F	G	H	I

52	A	B	C	D	E	F	G	H	I
53	A	B	C	D	E	F	G	H	I
54	A	B	C	D	E	F	G	H	I
55	A	B	C	D	E	F	G	H	I
56	A	B	C	D	E	F	G	H	I
57	A	B	C	D	E	F	G	H	I
58	A	B	C	D	E	F	G	H	I
59	A	B	C	D	E	F	G	H	I
60	A	B	C	D	E	F	G	H	I
61	A	B	C	D	E	F	G	H	I
62	A	B	C	D	E	F	G	H	I
63	A	B	C	D	E	F	G	H	I
64	A	B	C	D	E	F	G	H	I
65	A	B	C	D	E	F	G	H	I
66	A	B	C	D	E	F	G	H	I
67	A	B	C	D	E	F	G	H	I
68	A	B	C	D	E	F	G	H	I
69	A	B	C	D	E	F	G	H	I
70	A	B	C	D	E	F	G	H	I
71	A	B	C	D	E	F	G	H	I
72	A	B	C	D	E	F	G	H	I
73	A	B	C	D	E	F	G	H	I
74	A	B	C	D	E	F	G	H	I
75	A	B	C	D	E	F	G	H	I
76	A	B	C	D	E	F	G	H	I
77	A	B	C	D	E	F	G	H	I
78	A	B	C	D	E	F	G	H	I
79	A	B	C	D	E	F	G	H	I
80	A	B	C	D	E	F	G	H	I

TKT: CLIL subject-specific vocabulary

This list is indicative only. Other subject-related vocabulary may also be used in *TKT: CLIL*.

The subject-specific terms listed here will not be the focus of testing but may appear in *TKT: CLIL* tasks.

Art and Craft/Design

abstract
carve
classical
collage
complementary colour
composition
decorate
dye
engraving
fabric
foreground
horizon
impressionist
(mixed) media
mosaic
mould
ornamental
painting
pastel
perspective
portrait
primary colours
repeated pattern
secondary colours
sketch
still life
synthetic
texture
tone
watercolour
zigzag

Economics/Business Studies

balance sheet
budget
capital
cash flow
commerce
cooperative
corporate
debt
earnings
economy
export
funding
global market
import
inflation
interest rate

loss
manufacture
marketing
mass produce
negotiate
overheads
partnership
peak
process
profit
retail
revenue
sector
shares
supply and demand
takeover
trends
workforce

Environment/Geography

adapted
archipelago
atmospheric pressure
biodegradable
biofuel
carbon footprint
climate change
community
compass
crop
distribution
ecology/ecological
endangered
energy efficient
equator
erosion
flooding
fossil fuel
glacier/glaciated
global warming
GM (genetically modified) crops
greenhouse effect
habitat
hail
hurricane
infrastructure
irrigation
lava
migrate
natural disaster
organic
ozone layer
packaging
pollution
pond
recycling
rural
settlement
solar power
sustainable
tornado

typhoon
urban
volcano
weather fronts
well
windmill
wind farm
wind turbines

History/Politics

ancient
archaeologist
archaeology
artefact
authority
campaign
capitalism
civilisation
community
conflict
constitution
coronation
democracy
era
expansion
expedition
fort
hunters
independence
legislation
Middle Ages
monarchy
Prehistoric Times
rebellion
reform
reign
republic
revolution
Roman Empire
source
treaty

ICT

align
application
backup
blog
browse
bullet points
column
computer controlled
crop
data
database
download
drag and drop
Excel
folder
font size
format

Google
grammar-check
graphic
hardware
icon
image
input/output
layout
malware
modem
motherboard
multimedia
operating system
output
paste
PowerPoint
processor
row
scanner
search engine
server
sentence builder
Skype
software
spell-check
spreadsheet
spyware
surf the net
toolbar
Twitter
upload
URL (Uniform Resource Locator)
USB (Universal Serial Bus)/memory stick
virus
web search
Word
YouTube

Literacy

alphabetical order
anthology
autobiography
chant
chronological order
comedy
dialogue
extracts
facts
fantasy
genre
glossary
image
initials
motive
myth
narrative
non-fiction
opinions
playscript
procedure
proposal

recount
 repetition
 rhyme
 setting
 tragedy

Mathematics

algebra
 angle
 axis (axes)
 bar graph/chart
 calculate
 calculator
 chart
 circumference
 column graph
 compasses
 co-ordinates
 cube
 diameter
 equation
 estimate
 formula
 fraction
 geometry
 grid
 line graph
 parallel
 percentage
 perimeter
 pie chart
 protractor
 quadrilateral
 radius
 rectangle
 rhombus
 rotate
 set
 sphere
 statistics
 symbol
 symmetry/symmetrical
 triangle
 work out

Music

Baroque
 bass
 beat
 brass
 choir
 chord
 clef
 crotchet
 duet
 harmony
 key
 lyrics
 major
 march

melody
 minor
 notes
 percussion
 pitch
 rap
 rhythm
 Romantic
 scale
 score
 tango
 tempo
 tune
 vocal
 waltz
 woodwind

PE (Physical Education)

aerobic
 anaerobic
 apparatus
 badminton
 beanbag
 bounce
 circuit training
 co-ordination
 dodge
 fielding
 footwork
 intercept
 keep fit
 league
 marathon
 momentum
 physical
 pitch
 racket
 relay
 rope
 shot (e.g. tennis/golf/football)
 sit-ups
 sprint
 stamina
 stretch
 tackle
 tactic
 tournament
 twist

Science

absorb/absorbent
 acceleration
 acid
 adaptation
 algae
 alkali
 arachnid
 artery
 bacteria
 beaker

blood cell
butterfly
cartilage
caterpillar
chemical
cocoon
condense
conductor
digest/digestion/digestive system
dissolve
ecosystem
electrical circuit
element
evaporate
evolution
fertiliser
flammable
flexible
friction
gas
genes
germinate/germination
gravity
hydro-electric
inherited
life cycle
liquid
magnet/magnetic attraction
matter
micro-organism
microscope
mineral
molecule
mould
nutrition
organ
organism
oxygen
penicillin
periodic table
photosynthesis
precipitation
predator
prey
receiver
reflect
respiration/respiratory system
rib
rodent
skeleton
skull
socket
solid
solve/solution
source
species
surface
test tube
transmitter
transparent
vacuum

vein
vibrate/vibration
vitamin
water vapour
waterproof
yeast

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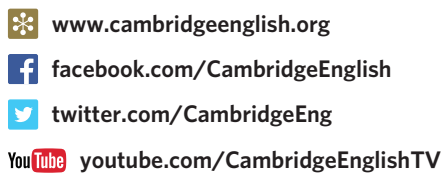
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13 Competency-Based Language Teaching

Background

Most of the methods and approaches described in this book focus on inputs to language learning. The assumption is that by improving syllabuses, materials, and activities or by changing the role of learners and teachers, more effective language learning will take place. Competency-Based Education (CBE) by comparison is an educational movement that focuses on the outcomes or outputs of learning in the development of language programs. CBE addresses what the learners are expected to do with the language, however they learned to do it. The focus on outputs rather than on inputs to learning is central to the competencies perspective. CBE emerged in the United States in the 1970s and refers to an educational movement that advocates defining educational goals in terms of precise measurable descriptions of the knowledge, skills, and behaviors students should possess at the end of a course of study. The characteristics of CBE are described by Schenck (1978: vi):

Competency-based education has much in common with such approaches to learning as performance-based instruction, mastery learning and individualized instruction. It is outcome-based and is adaptive to the changing needs of students, teachers and the community. . . . Competencies differ from other student goals and objectives in that they describe the student's ability to apply basic and other skills in situations that are commonly encountered in everyday life. Thus CBE is based on a set of outcomes that are derived from an analysis of tasks typically required of students in life role situations.

Competency-Based Language Teaching (CBLT) is an application of the principles of Competency-Based Education to language teaching. Such an approach had been widely adopted by the end of the 1970s, particularly as the basis for the design of work-related and survival-oriented language teaching programs for adults. It has recently reemerged in some parts of the world (e.g., Australia) as a major approach to the planning of language programs. The Center for Applied Linguistics called competency-based ESL curricula "the most important breakthrough in adult ESL" (1983). By the 1990s, CBLT had come to be accepted as "the state-of-the-art approach to adult ESL by national policymakers and leaders in curriculum development as well" (Auerbach 1986: 411): By 1986, any refugee in the United States who wished to receive federal assistance had to be

enrolled in a competency-based program (Auerbach 1986: 412). Typically, such programs were based on

a performance outline of language tasks that lead to a demonstrated mastery of language associated with specific skills that are necessary for individuals to function proficiently in the society in which they live. (Grognet and Crandall 1982: 3)

Advocates of CBLT see it as a powerful and positive agent of change:

Competency-based approaches to teaching and assessment offer teachers an opportunity to revitalize their education and training programs. Not only will the quality of assessment improve, but the quality of teaching and student learning will be enhanced by the clear specification of expected outcomes and the continuous feedback that competency-based assessment can offer. These beneficial effects have been observed at all levels and kinds of education and training, from primary school to university, and from academic studies to workplace training. (Docking 1994: 15)

The most recent realization of a competency perspective in the United States is found in the "standards" movement, which has dominated educational discussions since the 1990s. As Glaser and Linn note:

In the recounting of our nation's drive towards educational reform, the last decade of this century will undoubtedly be identified as the time when a concentrated press for national educational standards emerged. The press for standards was evidenced by the efforts of federal and state legislators, presidential and gubernatorial candidates, teacher and subject-matter specialists, councils, governmental agencies, and private foundations. (Glaser and Linn 1993: xiii)

Second language teaching, especially ESL in the United States, was a late entry in the standards movement. As the ESL project director for ESL standards development noted in 1997:

It quickly became apparent to ESL educators in the United States at that time (1991) that the students we serve were not being included in the standards-setting movement that was sweeping the country. (Short 1997: 1)

The Washington, D.C.-based Center for Applied Linguistics under contract to the TESOL organization undertook to develop the K-12 "school" standards for ESL. These were completed in 1997. The ESL standards are framed around three goals and nine standards. Each standard is further explicated by descriptors, sample progress indicators, and classroom vignettes with discussions. The standards section is organized into grade-level clusters: pre-K-3, 4-8, and 9-12. Each cluster addresses all goals and standards with descriptors, progress indicators, and vignettes specific to that grade range.

CBLT also shares features of the graded objectives movement that was

proposed as a framework for organizing foreign language teaching in Britain in the 1980s:

Graded objectives means the definition of a series of short-term goals, each building upon the one before, so that the learner advances in knowledge and skill. The setting up of graded objectives schemes in United Kingdom secondary schools has been one of the most remarkable phenomena in modern-language learning over the last five years. (Page 1983: 292)

Approach: Theory of language and learning

CBLT is based on a functional and interactional perspective on the nature of language. It seeks to teach language in relation to the social contexts in which it is used. Language always occurs as a medium of interaction and communication between people for the achievement of specific goals and purposes. CBLT has for this reason most often been used as a framework for language teaching in situations where learners have specific needs and are in particular roles and where the language skills they need can be fairly accurately predicted or determined. It also shares with behaviorist views of learning the notion that language form can be inferred from language function; that is, certain life encounters call for certain kinds of language. This assumes that designers of CBLT competencies can accurately predict the vocabulary and structures likely to be encountered in those particular situations that are central to the life of the learner and can state these in ways that can be used to organize teaching/learning units. Central to both language and learning theory is the view that language can be functionally analyzed into appropriate parts and subparts; that such parts and subparts can be taught (and tested) incrementally. CBLT thus takes a "mosaic" approach to language learning in that the "whole" (communicative competence) is constructed from smaller components correctly assembled. CBLT is also built around the notion of communicative competence and seeks to develop functional communication skills in learners. These skills are generally described in only the most general terms, however, rather than being linked to the performance of specific real-world tasks. CBLT thus shares some features with Communicative Language Teaching.

Design: Objectives, syllabus, learning activities, role of learners, teachers, and materials

Docking (1994) points out that the traditional approach to developing a syllabus involves using one's understanding of subject matter as the basis for syllabus planning. One starts with the field of knowledge that one is going to teach (e.g., contemporary European history, marketing, listening

comprehension, or French literature) and then selects concepts, knowledge, and skills that constitute that field of knowledge. A syllabus and the course content are then developed around the subject. Objectives may also be specified, but these usually have little role in the teaching or assessing of the subject. Assessment of students is usually based on norm referencing, that is, students will be graded on a single scale with the expectation either that they be spread across a wide range of scores or that they conform to a preset distribution. A student receives a set of marks for his or her performance relative to other students, from which it is very difficult to make any form of judgment about the specific knowledge or skills a student has acquired. Indeed, two students may receive the same marks on a test but in fact have widely different capacities and knowledge in the subject:

CBT by comparison is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting. Instead of norm-referenced assessment, criterion-based assessment procedures are used in which learners are assessed according to how well they can perform on specific learning tasks. (Docking 1994: 16)

Competencies consist of a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity. These activities may be related to any domain of life, though have typically been linked to the field of work and to social survival in a new environment. For example, areas for which competencies have been developed in a vocationally oriented ESL curriculum for immigrants and refugees include:

Task Performance
 Safety
 General Word-Related
 Work Schedules, Time Sheets, Paychecks
 Social Language
 Job Application
 Job Interview

(Mrowicki 1986)

For the area of "Retaining a Job" the following competencies are described:

- Follow instructions to carry out a simple task.
- Respond appropriately to supervisor's comments about quality of work on the job, including mistakes, working too slowly, and incomplete work.

- Request supervisor to check work.
- Report completion of task to supervisor.
- Request supplies.
- Ask where object is located: Follow oral directions to locate an object.
- Follow simple oral directions to locate a place.
- Read charts, labels, forms, or written instructions to perform a task.
- State problem and ask for help if necessary.
- Respond to inquiry as to nature or progress of current task; state amount and type of work already completed.
- Respond appropriately to work interruption or modification.

(Mrowicki 1986)

Docking (1994: 11) points out the relationship between competencies and job performance:

A qualification or a job can be described as a collection of units of competency, each of which is composed on a number of elements of competency. A unit of competency might be a task, a role, a function, or a learning module. These will change over time, and will vary from context to context. An element of competency can be defined as any attribute of an individual that contributes to the successful performance of a task, job, function, or activity in an academic setting and/or a work setting. This includes specific knowledge, thinking processes, attitudes, and perceptual and physical skills. Nothing is excluded that can be shown to contribute to performance. An element of competency has meaning independent of context and time. It is the building block for competency specifications for education, training, assessment, qualifications, tasks, and jobs.

Tollefson (1986) observes that the analysis of jobs into their constituent functional competencies in order to develop teaching objectives goes back to the mid-nineteenth century. In the 1860s, Spencer "outlined the major areas of human activity he believed should be the basis for curricular objectives." Similarly, in 1926 Bobbitt developed curricular objectives according to his analysis of the functional competencies required for adults living in America. This approach has been picked up and refined as the basis for the development of CBLT since the 1960s. Northrup (1977) reports on a study commissioned by the U.S. Office of Education in which a wide variety of tasks performed by adults in American society were analyzed and the behaviors needed to carry out the tasks classified into five knowledge areas and four basic skill areas. From this analysis, sixty-five competencies were identified. Docking (1994) describes how he was involved in a project in Australia in 1968 that involved specifying the competencies of more than a hundred trades.

Auerbach (1986) provides a useful review of factors involved in the implementation of CBE programs in ESL, and identifies eight key features:

1. *A focus on successful functioning in society.* The goal is to enable students to become autonomous individuals capable of coping with the demands of the world.
2. *A focus on life skills.* Rather than teaching language in isolation, CBLT teaches language as a function of communication about concrete tasks. Students are taught just those language forms/skills required by the situations in which they will function. These forms are determined by "empirical assessment of language required" (Findley and Nathan 1980: 224).
3. *Task- or performance-centered orientation.* What counts is what students can do as a result of instruction. The emphasis is on overt behaviors rather than on knowledge or the ability to talk about language and skills.
4. *Modularized instruction.* "Language learning is broken down into manageable and immediately meaningful chunks" (Center for Applied Linguistics 1983: 2). Objectives are broken into narrowly focused subobjectives so that both teachers and students can get a clear sense of progress.
5. *Outcomes that are made explicit a priori.* Outcomes are public knowledge, known and agreed upon by both learner and teacher. They are specified in terms of behavioral objectives so that students know exactly what behaviors are expected of them.
6. *Continuous and ongoing assessment.* Students are pretested to determine what skills they lack and posttested after instruction in that skill. If they do not achieve the desired level of mastery, they continue to work on the objective and are retested. Program evaluation is based on test results and, as such, is considered objectively quantifiable.
7. *Demonstrated mastery of performance objectives.* Rather than the traditional paper-and-pencil tests, assessment is based on the ability to demonstrate prespecified behaviors.
8. *Individualized, student-centered instruction.* In content, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricula. Instruction is not time-based; students progress at their own rates and concentrate on just those areas in which they lack competence.

(Auerbach 1986: 414–415)

There are said to be several advantages of a competencies approach from the learner's point of view:

1. The competencies are specific and practical and can be seen to relate to the learner's needs and interests.
2. The learner can judge whether the competencies seem relevant and useful.

3. The competencies that will be taught and tested are specific and public – hence the learner knows exactly what needs to be learned.
4. Competencies can be mastered one at a time so the learner can see what has been learned and what still remains to be learned.

Procedure

Examples of how many of these principles apply in practice is seen in the work of the Australian Migrant Education Program, one of the largest providers of language training to immigrants in the world. The program has undergone a number of philosophical reorientations since the mid-1970s, moving from "centralised curriculum planning with its content-based and structural curriculum in the late 1970s, to decentralised learner-centred, needs-based planning with its multiplicity of methodologies and materials in the 1980s and yet more recently, to the introduction of competency-based curriculum frameworks" (Burns and Hood 1994: 76). In 1993, a competency-based curriculum, the Certificate in Spoken and Written English, was introduced as the framework for its programs. Learning outcomes are specified at three stages in the framework, leading to an Advanced Certificate in Spoken and Written English at Stage 4 of the framework. Hagan (1994: 22) describes how the framework operates:

After an initial assessment, students are placed within the framework on the basis of their current English proficiency level, their learning pace, their needs, and their social goals for learning English. The twelve core competencies at Stages 1 and 2 relate to general language development. . . . At stage 3, learners are more often grouped according to their goal focus and competencies are defined according to the three syllabus strands of Further Study, Vocational English, and Community Access. . . . The competency descriptions at each stage are divided into four domains . . . :

1. Knowledge and learning competencies
2. Oral competencies
3. Reading competencies
4. Writing competencies

All competencies are described in terms of:

- elements that break down the competency into smaller components and refer to the essential linguistic features of the text
- performance criteria that specify the minimal performance required to achieve a competency
- range of variables that sets limits for the performance of the competency
- sample texts and assessment tasks that provide examples of texts and assessment tasks that relate to the competency

Conclusion

Although CBLT has been embraced with enthusiasm by large sections of the ESL profession, it is not without its critics. These criticisms are both practical and philosophical. Tollefson (1986) argues that there are in fact no valid procedures available to develop competency lists for most programs. Many of the areas for which competencies are needed, such as "adult living," "survival," and "functioning proficiently in the community," are impossible to operationalize. Others have pointed out that dividing activities up into sets of competencies is a reductionist approach, and that the sum of the parts does not equal the complexity of the whole. Auerbach, summarizing the work of Paolo Friere and others, points out that CBLT reflects what Friere has characterized as a "banking" model of education. This assumes the following:

There is a structure of socially prescribed knowledge to be mastered by students. Here, the function of education is to transmit the knowledge and to socialise learners according to the values of the dominant socio-economic group. The teacher's job is to devise more and more effective ways to transmit skills: what counts is success in delivery. Educational progress is defined in terms of "improving" delivery systems. (Auerbach 1986: 416-417)

CBLT is therefore seen as prescriptivist in that it prepares students to fit into the status quo and maintain class relationships. In addition, teaching typically focuses on behavior and performance rather than on the development of thinking skills.

Because competencies are designed to enable learners to participate effectively in society, Tollefson and others have pointed out that they typically represent value judgments about what such participation involves. Competencies for refugee settlement programs in the United States, for example, attempt to inculcate attitudes and values that will make refugees passive citizens who accept the status quo rather than challenge it. Despite these criticisms, CBLT appears to be gaining strength internationally. Such outcomes-based approaches have, in particular, attracted a large political following from those seeking "accountability" for educational investment. As Rylatt and Lohan (1997: 18) conclude: "It can confidently be said, as we enter a new millennium, that the business of improving learning competencies and skills will remain one of the world's fastest growing industries and priorities."

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14 Communicative Language Teaching

Background

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language Teaching (see Chapter 3) represented the major British approach to teaching English as a foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation-based activities. But just as the linguistic theory underlying Audiolingualism was rejected in the United States in the mid-1960s, British applied linguists began to call into question the theoretical assumptions underlying Situational Language Teaching:

By the end of the sixties it was clear that the situational approach . . . had run its course. There was no future in continuing to pursue the chimera of predicting language on the basis of situational events. What was required was a closer study of the language itself and a return to the traditional concept that utterances carried meaning in themselves and expressed the meanings and intentions of the speakers and writers who created them. (Howatt 1984: 280)

This was partly a response to the sorts of criticisms the prominent American linguist Noam Chomsky had leveled at structural linguistic theory in his now-classic book *Syntactic Structures* (1957). Chomsky had demonstrated that the current standard structural theories of language were incapable of accounting for the fundamental characteristic of language – the creativity and uniqueness of individual sentences. British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in approaches to language teaching at that time – the functional and communicative potential of language. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures. Scholars who advocated this view of language, such as Christopher Candlin and Henry Widdowson, drew on the work of British functional linguists (e.g., John Firth, M. A. K. Halliday), American work in sociolinguistics (e.g., Dell Hymes, John Gumperz, and William Labov), as well as work in philosophy (e.g., John Austin and John Searle).

Another impetus for different approaches to foreign language teaching

came from changing educational realities in Europe. With the increasing interdependence of European countries came the need for greater efforts to teach adults the major languages of the European Common Market. The Council of Europe, a regional organization for cultural and educational cooperation, examined the problem. Education was one of the Council of Europe's major areas of activity. It sponsored international conferences on language teaching, published books about language teaching, and was active in promoting the formation of the International Association of Applied Linguistics. The need to develop alternative methods of language teaching was considered a high priority.

In 1971, a group of experts began to investigate the possibility of developing language courses on a unit-credit system, a system in which learning tasks are broken down into "portions or units, each of which corresponds to a component of a learner's needs and is systematically related to all the other portions" (van Ek and Alexander 1980: 6). The group used studies of the needs of European language learners, and in particular a preliminary document prepared by a British linguist, D. A. Wilkins (1972), which proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. Wilkins's contribution was an analysis of the communicative meanings that a language learner needs to understand and express. Rather than describe the core of language through traditional concepts of grammar and vocabulary, Wilkins attempted to demonstrate the systems of meanings that lay behind the communicative uses of language. He described two types of meanings: notional categories (concepts such as time, sequence, quantity, location, frequency) and categories of communicative function (requests, denials, offers, complaints). Wilkins later revised and expanded his 1972 document into a book titled *Notional Syllabuses* (Wilkins 1976), which had a significant impact on the development of Communicative Language Teaching. The Council of Europe incorporated his semantic/communicative analysis into a set of specifications for a first-level communicative language syllabus. These threshold level specifications (van Ek and Alexander 1980) have had a strong influence on the design of communicative language programs and textbooks in Europe.

The work of the Council of Europe; the writings of Wilkins, Widowson, Candlin, Christopher Brumfit, Keith Johnson, and other British applied linguists on the theoretical basis for a communicative or functional approach to language teaching; the rapid application of these ideas by textbook writers; and the equally rapid acceptance of these new principles by British language teaching specialists, curriculum development centers, and even governments gave prominence nationally and internationally to what came to be referred to as the Communicative Approach, or simply Communicative Language Teaching. (The terms *notional-*

functional approach and *functional approach* are also sometimes used.) Although the movement began as a largely British innovation, focusing on alternative conceptions of a syllabus, since the mid-1970s the scope of Communicative Language Teaching has expanded. Both American and British proponents now see it as an approach (and not a method) that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. Its comprehensiveness thus makes it different in scope and status from any of the other approaches or methods discussed in this book. There is no single text or authority on it, nor any single model that is universally accepted as authoritative. For some, Communicative Language Teaching means little more than an integration of grammatical and functional teaching. Littlewood (1981: 1) states, "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language." For others, it means using procedures where learners work in pairs or groups employing available language resources in problem-solving tasks. A national primary English syllabus based on a communicative approach (*Syllabuses for Primary Schools* 1981), for example, defines the focus of the syllabus as the "communicative functions which the forms of the language serve" (p. 5). The introduction to the same document comments that "communicative purposes may be of many different kinds. What is essential in all of them is that at least two parties are involved in an interaction or transaction of some kind where one party has an intention and the other party expands or reacts to the intention" (p. 5). In her discussion of communicative syllabus design, Yalden (1983) discusses six Communicative Language Teaching design alternatives, ranging from a model in which communicative exercises are grafted onto an existing structural syllabus, to a learner-generated view of syllabus design (e.g., Holec 1980).

Howatt distinguishes between a "strong" and a "weak" version of Communicative Language Teaching:

There is, in a sense, a 'strong' version of the communicative approach and a 'weak' version. The weak version which has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching. . . . The 'strong' version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as 'learning to use' English, the latter entails 'using English to learn it.' (1984: 279)

Finocchiaro and Brumfit (1983) contrast the major distinctive features of the Audiolingual Method and the Communicative Approach, according to their interpretation:

Audiolingual

1. Attends to structure and form more than meaning.
2. Demands memorization of structure-based dialogues.
3. Language items are not necessarily contextualized.
4. Language learning is learning structures, sounds, or words.
5. Mastery, or "over-learning," is sought.
6. Drilling is a central technique.
7. Native-speaker-like pronunciation is sought.
8. Grammatical explanation is avoided.
9. Communicative activities only come after a long process of rigid drills and exercises.
10. The use of the student's native language is forbidden.
11. Translation is forbidden at early levels.
12. Reading and writing are deferred till speech is mastered.
13. The target linguistic system will be learned through the overt teaching of the patterns of the system.
14. Linguistic competence is the desired goal.

Communicative Language Teaching
Meaning is paramount.

- Dialogues, if used, center around communicative functions and are not normally memorized.
- Contextualization is a basic premise.
- Language learning is learning to communicate.
- Effective communication is sought.
- Drilling may occur, but peripherally.
- Comprehensible pronunciation is sought.
- Any device that helps the learners is accepted – varying according to their age, interest, etc.
- Attempts to communicate may be encouraged from the very beginning.
- Judicious use of native language is accepted where feasible.
- Translation may be used where students need or benefit from it.
- Reading and writing can start from the first day, if desired.
- The target linguistic system will be learned best through the process of struggling to communicate.
- Communicative competence is the desired goal (i.e., the ability to use the linguistic system effectively and appropriately).

15. Varieties of language are recognized but not emphasized.
16. The sequence of units is determined solely by principles of linguistic complexity.
17. The teacher controls the learners and prevents them from doing anything that conflicts with the theory.
18. "Language is habit" so errors must be prevented at all costs.
19. Accuracy, in terms of formal correctness, is a primary goal.
20. Students are expected to interact with the language system, embodied in machines or controlled materials.
21. The teacher is expected to specify the language that students are to use.
22. Intrinsic motivation will spring from an interest in the structure of the language.

Linguistic variation is a central concept in materials and methodology.

Sequencing is determined by any consideration of content, function, or meaning that maintains interest.

Teachers help learners in any way that motivates them to work with the language.

Language is created by the individual, often through trial and error.

Fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context.

Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.

The teacher cannot know exactly what language the students will use.

Intrinsic motivation will spring from an interest in what is being communicated by the language.

(1983: 91-93)

Apart from being an interesting example of how proponents of Communicative Language Teaching stack the cards in their favor, such a set of contrasts illustrates some of the major differences between communicative approaches and earlier traditions in language teaching. The wide acceptance of the Communicative Approach and the relatively varied way in which it is interpreted and applied can be attributed to the fact that practitioners from different educational traditions can identify with it, and consequently interpret it in different ways. One of its North American proponents, Savignon (1983), for example, offers as a precedent to CLT a commentary by Montaigne on his learning of Latin through conversation rather than through the customary method of formal analysis and translation. Writes Montaigne, "Without methods, without a book, without grammar or rules, without a whip and without

Savignon (1972, 1983), however, rejects the notion that learners must first gain control over individual skills (pronunciation, grammar, vocabulary) before applying them in communicative tasks; she advocates providing communicative practice from the start of instruction. How to implement the CLT principles at the level of classroom procedures thus remains central to discussions of the Communicative Approach. How can the range of communicative activities and procedures be defined, and how can the teacher determine a mix and timing of activities that best meets the needs of a particular learner or group of learners? These fundamental questions cannot be answered by proposing further taxonomies and classifications, but require systematic investigation of the use of different kinds of activities and procedures in L2 classrooms (see Chapter 19).

Conclusion

Communicative Language Teaching is best considered an approach rather than a method. It refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures. These principles include:

- Learners learn a language through using it to communicate.
- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial and error.

Communicative Language Teaching appeared at a time when language teaching in many parts of the world was ready for a paradigm shift. Situational Language Teaching and Audiolingualism were no longer felt to be appropriate methodologies. CLT appealed to those who sought a more humanistic approach to teaching, one in which the interactive processes of communication received priority. The rapid adoption and worldwide dissemination of the Communicative Approach also resulted from the fact that it quickly assumed the status of orthodoxy in British language teaching circles, receiving the sanction and support of leading applied linguists, language specialists, and publishers, as well as institutions such as the British Council (Richards 1985).

Since its inception CLT has passed through a number of different phases as its advocates have sought to apply its principles to different dimensions of the teaching/learning process. In its first phase, a primary concern was the need to develop a syllabus that was compatible with the

notion of communicative competence. This led to proposals for the organization of syllabuses in terms of notions and functions rather than grammatical structures (Wilkins 1976). In the second phase, CLT focused on procedures for identifying learners' needs and this resulted in proposals to make needs analysis an essential component of communicative methodology (Munby 1978). In its third phase, CLT focused on the kinds of classroom activities that could be used as the basis of a communicative methodology, such as group work, task-work, and information-gap activities (Prabhu 1987).

Johnson and Johnson (1998) identify five core characteristics that underlie current applications of communicative methodology:

1. *Appropriateness*: Language use reflects the situations of its use and must be appropriate to that situation depending on the setting, the roles of the participants, and the purpose of the communication, for example. Thus learners may need to be able to use formal as well as casual styles of speaking.
2. *Message focus*: Learners need to be able to create and understand messages, that is, real meanings. Hence the focus on information sharing and information transfer in CLT activities.
3. *Psycholinguistic processing*: CLT activities seek to engage learners in the use of cognitive and other processes that are important factors in second language acquisition.
4. *Risk taking*: Learners are encouraged to make guesses and learn from their errors. By going beyond what they have been taught, they are encouraged to employ a variety of communication strategies.
5. *Free practice*: CLT encourages the use of "holistic practice" involving the simultaneous use of a variety of subskills, rather than practicing individual skills one piece at a time.

We noted in the introduction to Part III that the approaches considered in this section can be considered direct descendants of Communicative Language Teaching. However, the characteristics of communicative methodology just cited address very general aspects of language learning and teaching that are now largely accepted as self-evident and axiomatic throughout the profession. In some sense, then, almost all of the newer teaching proposals discussed in this book could claim to incorporate principles associated with Communicative Language Teaching. However, these proposals address different aspects of the processes of teaching and learning.

Some focus centrally on the *input* to the learning process. Thus Content-Based Teaching stresses that the content or subject matter of teaching is of primary importance in teaching. Not only should the language input be authentic but modes of learning should be authentic to the study of the subject as well. Lexical and corpus-based approaches to

teaching start with a corpus of discourse relevant to learners' interests and needs and the goal of methodology is to engage learners directly with this material.

Some teaching proposals focus more directly on *instructional* factors. Cooperative Learning for example, which shares many of the characteristics of CLT, promotes learning through communication in pairs or small groups. Cooperative organization and activities are central with this approach. Task-Based Language Teaching advocates the importance of specially designed instructional tasks as the basis of learning.

Other more recent proposals take learners and *learning factors* as the primary issues to address in teaching and learning. Whole Language belongs to the humanistic tradition, which argues "Learner first, learning second." Learner engagement is a priority. Neurolinguistic Programming emerges from a therapeutic tradition in which individual growth and personal change are the focus, whereas Multiple Intelligences focuses on learner differences and how these can be accommodated in teaching.

Outcome is another dimension of the process of communication and is central in Competency-Based Language Teaching. Outcomes are the starting point in program planning with this approach.

Today, Communicative Language Teaching thus continues in its "classic" form, as is seen in the huge range of course books and other teaching resources based on the principles of CLT. In addition, it has influenced many other language teaching approaches and methods that subscribe to a similar philosophy of language teaching.

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Content and Language Integrated Learning (CLIL) is an approach where students learn a subject and a second language at the same time. A science course, for example, can be taught to students in English and they will not only learn about science, but they will also gain relevant vocabulary and language skills.

It's important to note that CLIL is not a means of simplifying content or reteaching something students already know in a new language. CLIL courses should truly integrate the language and content in order to be successful – and success is determined when both the subject matter and language is learned.

Who is CLIL for?

CLIL can work for students of any age, all the way from primary level to university and beyond. So long as the course content and language aims are designed with the students' needs in mind, there is no limit as to who can benefit from this teaching approach. However, it is most commonly found in primary and secondary school contexts.

What are the main benefits of CLIL?

Many teachers see CLIL as a more natural way to learn a language; when a subject is taught in that language there is a concrete reason to learn both at the same time. And as students have a real context to learn the language in, they are often more motivated to do so, as they can only get the most of the content if they understand the language around it.

Moreover, being content focused, CLIL classes add an extra dimension to the class and engage students, which is especially advantageous in situations where students are unenthusiastic about learning a language.

CLIL also promotes a deeper level of assimilation – as students are repeatedly exposed to similar language and language functions and they need to produce and recall information in their second language.

Furthermore, it has the advantage that multiple subjects can be taught in English, so that students' exposure to the language is increased, meaning their language acquisition is faster.

CLIL also encourages students to develop 21st Century skills, including the ability to think critically, be creative, to communicate and collaborate. .

What are the challenges of CLIL?

As CLIL is subject-focused, language teachers may also have to develop their own knowledge of new subjects in order to teach effectively.

They must also structure classes carefully so that the students understand the content of the lesson, as well as the language through which the information is being conveyed.

And when it comes to classroom management, educators need to be very aware of individual student understanding and progress.

It's therefore important to consistently concept check and scaffold the materials to be sure both the language and content are being learned.

How can you apply CLIL to your class?

It's important to have a strategy in place when applying CLIL in your courses. One of the key things to remember is that the language and subject content are given equal weight and that it shouldn't be treated as a language class nor a subject class simply taught in a foreign language.

According to *Coyle's 4Cs curriculum* (1999), a successful CLIL class should include the following four elements:

- Content – Progression in knowledge, skills and understanding related to specific elements of a defined curriculum
- Communication – Using language to learn whilst learning to use language
- Cognition – Developing thinking skills which link concept formation (abstract and concrete), understanding and language
- Culture – Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

Using a number of frameworks can help you prepare your lessons and make sure activities are challenging, yet achievable for your learners.