



Universidad de Valladolid

FACULTAD de FILOSOFÍA Y LETRAS

DEPARTAMENTO de FILOLOGÍA INGLESA

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CLIL and Writing: A Double Challenge

Miriam García González

Tutora: Elena González-Cascos

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ABSTRACT

The EU has promoted multilingualism through the implementation of CLIL at the three educational levels to support FL learning. Two major concerns stand out. On the one hand, the current focus on CLIL is largely on content, and the integration of content and language cannot be assumed. On the other hand, students show deficiencies in the writing skill, which is underappreciated. This paper aims at analysing the paradoxes in CLIL, and at describing why and how to support writing development in secondary school. Whilst the development of an integrated perspective on CLIL is yet under construction, more explicit attention to the FL in CLIL training, classrooms and textbooks would already mean better CLIL practice. A genre-based approach and register scaffolding would help CLIL teachers raise learners' language awareness improving this way their written performance.

Key words: *CLIL, bilingualism, writing, secondary school, language awareness, genre*

La UE ha promocionado el multilingüismo mediante la implantación de AICLE en los tres niveles educativos para favorecer el aprendizaje de LE. Destacan dos problemas. Por un lado, se presta más atención al contenido que a la lengua, y la integración de ambos es incompleta. Por otro, los alumnos muestran deficiencias en la destreza de escritura, que está infravalorada. Este trabajo pretende analizar las paradojas en AICLE, y describir por qué y cómo ayudar a mejorar la escritura en el instituto. Aunque el desarrollo de una perspectiva integrada en AICLE está por construir, la práctica mejoraría prestando atención explícita a la LE en la formación del profesorado, aulas y libros de texto AICLE. La pedagogía basada en los géneros y el andamiaje del registro ayudarían al profesorado CLIL a despertar la conciencia lingüística del alumnado mejorando así sus composiciones escritas.

Palabras clave: *AICLE, bilingüismo, escritura, Secundaria, conciencia lingüística, géneros*

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1. INTRODUCTION

1.1. INTRODUCTION

Recently, it is becoming increasingly difficult to ignore the large number of educational institutions in Spain that hold a sign on their walls reading ‘Centro Bilingüe - Bilingual School’, particularly in schools and high-schools. In effect, bilingual education is at its peak within the Spanish scenario (Reilly and Medrano 61). Surprisingly, the name of this particular approach is not included in the slogan.

Notwithstanding, ‘the umbrella term *bilingual education*’, as Reilly and Medrano point out, is ‘ambiguous and imprecise’. Known as *Content Language Integrated Learning* (CLIL) –in Spanish *Aprendizaje Integrado de Contenidos y Lenguas Extranjeras* (AICLE), it is therefore one of the multiple bilingual modalities. Broadly defined, CLIL is the instruction of non-linguistic content in a foreign language (FL), particularly English as a FL.

Furthermore, at least two languages interfere in the bilingual classroom (*ibid.*). Normally, they are the mother tongue (L1) and an additional language, either a second language (L2) or a foreign language (FL).

1.2. JUSTIFICATION

Interestingly, this bilingual phenomenon is neither exclusively Spanish nor casual. “The term CLIL has established itself in the European discourse about educational practices” (Dalton-Puffer 2). Its rapid implementation “has surprised even to its more ardent advocates” (Maljers, Marsh and Wolff, qtd. in Dalton-Puffer, Nikula, and Smit 4). For instance, by 2004, “80% of the member states of the European Union provided some form of CLIL provision in mainstream education” (Eurydice 25). In effect, given the globalized dimension of our historical context, and with the aim of supporting development in FL, the EU has promoted plurilingualism and multilingualism through several measures, being the implementation of CLIL approach one of them (Dafouz Milne and Guerrini 3-4). Thus, CLIL education has been implemented in institutions at the three educational levels in many European countries.

Focusing on FL learning, present-CLIL is generally seen as having ‘positive potential as an environment for language learning’ (Dalton-Puffer, Nikula and Smit 285). Whilst the importance of literacy has been generally acknowledged, its relevance in the current Information Age seems to be more fundamental than ever. It has been known that the spread of production and consumption of information knows no precedents, leading to consider writing as one of the basic 21st century skills to succeed today (Glossary of Education: <http://edglossary.org/21st-century-skills/>).

1.3. OBJECTIVES

The objective of this paper is three-fold:

1. On the one hand, to study the problems posed in the implementation of CLIL as a method for the learning of FL.
2. On the other hand, to analyse the importance of teaching the writing skill at the secondary level.
3. To describe, if possible, measures for the improvement of this method to support the development of writing at the secondary level.

1.4. STRUCTURE

The nature of this dissertation will be eminently descriptive, since it has drawn on recent studies and research carried out by experts in fields related to the topics this work copes with. Thus, a descriptive analysis will be carried out in the henceforth paper.

Regarding its structure, this paper is divided into four main parts, being this Introduction the first one. The second part, or main body, which will develop the issues outlined in the Introduction of this essay, consists of three major subdivisions. In the first one a theoretical background will be covered, accounting for the history before CLIL and the implementation of CLIL in Europe.

The second subdivision deals with CLIL, the first challenge, and it has three main sections. It starts with a review on the basic tenets of CLIL and it goes on with a comparison between CLIL and Canadian immersion education in order to tackle CLIL lacunae. The third subdivision within the Main body copes with writing skills, the

second challenge, and it also has two sections. Whereas the first one addresses the learning of language in CLIL, the last one focuses on how to help students develop their abilities in the written production at the secondary level. The third part will show the conclusions derived from these aspects. The last part of this paper will list the reference works.

2. THE CHALLENGES

2.1. AN INTEGRATED METHODOLOGY IN AN INTEGRATED WORLD

2.1.1. History before CLIL

The CLIL experience is not new. Interestingly, although the term CLIL was coined in 1994 in the European context, a type of CLIL practice had initiated much earlier by delivering content instruction in another language (Mehisto, Marsh and Frigols 9). The first recorded bilingual experience was applied for the first time 5000 years ago in current Iraq (Coyle, Hood and Marsh 2). Throughout the Middle Ages, Latin was used as a “primary language” to teach contents in the European universities (Mehisto, Marsh and Frigols 9; Dalton-Puffer, Nikula and Smit 3). The most illustrative example, though, dates back to the Ancient Rome, when Roman citizens were instructed in Greek in order to learn its culture and language as a result of the conquest of the Greek lands (Coyle, Hood and Marsh 2). From then onwards, a large number of bilingual programmes have been replicated throughout the world (Coyle, Hood and Marsh 2).

The restriction of bilingual education to the wealthy started to change due to circumstances related to geography, demography and economy (Mehisto, Marsh and Frigols 9). A significant turning point is likely to be the French language-immersion programme in Canada in 1965 (Coyle, Hood and Marsh 7-8), whose success meant the expansion of immersion teaching, and this, in turn, opened the door of bilingual education to children from diverse backgrounds in the 1970s (Mehisto, Marsh and Frigols 10).

In the 1970s, thanks to the work carried out on Languages Across the Curriculum (LAC) in the UK, two needs were highlighted (Mehisto, Marsh and Frigols 10). On the one hand, it was essential to improve language skills at school -regardless if they were L1 or L2; on the other hand, the desirability of an integrated teaching and learning of both content and language was also emphasized. Furthermore, by that time it was becoming evident that the results achieved by means of “standard second-language teaching alone” was not satisfactory on a global scale (*ibid.*).

During the 1980s and 1990s, thus, a research on different educational methods was carried out in which the use of L2 played a significant role, such as US bilingual programmes, and specially the Canadian immersion programmes (Coyle, Hood and Marsh 6). Although the Canadian experiment was not applied in the European context, it largely influenced the development of new approaches to teaching. In effect, CLIL has spread drawing on the conclusions reached through the 1990s (ibid.).

2.1.2. Implementation of CLIL

2.1.2.1. Reasons of the emergence of CLIL

CLIL emerged and was implemented as a response to the growing need of FL learning in the Knowledge Age (Coyle, Hood and Marsh 5), especially due to globalization, to the general dissatisfaction with traditional EFL outcomes and to plurilingualism (Dalton-Puffer, Nikula and Smit 3-7).

The globalized world dramatically influenced the need ‘for better language and communication educational outcomes’ (Coyle, Hood and Marsh 4). The impact of globalization led then to find out new methodologies to teach and learn languages more effectively (ibid.). Moreover, it seemed clear that the number of hours exposed to FL was insufficient, learners were not motivated and they demanded better results in the communicative and linguistic competence (Dalton-Puffer, Nikula and Smit 6), all of this leading to consider the possibility of allocating language teaching while they were learning non-language subjects (Coyle, Hood and Marsh 5).

Another significant factor that triggered the implementation of an integrated methodology was the promotion of multilingualism by the European Union (EU) (Coyle, Hood and Marsh 2-9). For this reason, in 2001 the *Common European Framework of Reference: Learning, Teaching, Assessment* (CEFR), one of the foundations of the current language learning models, was published. This document is the result of another project, the *Language Learning for European Citizenship*, carried out by the same council between 1989 and 1996. In 2006 the recommendations were brought to light. One of the common denominators is the term ‘competence’, a concept that would influence the educational curricula at a European level.

The integration of countries into the EU from 1990 to 2007 was parallel to the massive effect of globalization in some areas of the world. Since the impact of this phenomenon involved a world interconnected, the Old Continent included in their political agenda measures aimed at providing Europe with more cohesion so as to facilitate the communication among their Member States (Coyle, Hood and Marsh 8).

2.1.2.2. Driven forces of CLIL

As Dalton-Puffer, Nikula and Smit put it, “the fire of CLIL was fueled from various sides” (4): grass-roots actions and European bodies and organisms. Whilst grass-roots actions are understood as the series of steps and activities carried out mainly by teachers, the EU language policy refers to several measures and activities of the Council of Europe and the EU’s European Commission (*ibid.*).

The former realized that the social needs of the current historical contexts had changed and that FL competence was needed to succeed nowadays (Coyle, Hood and Marsh 5-6). The latter, high-level political agents, recognized such a change and took advantage of the circumstances to strongly promote plurilingualism in Europe (Dafouz Milne and Guerrini 3-6). Thus UE carried out “language management actions accordingly” (Dalton-Puffer, Nikula and Smit 4).

Thereby, CLIL was implemented in Europe at the three educational levels. As Do Coyle points out in her Foreword to Lagasabaster and Ruiz De Zarobe, “we are entering a new era in the development of content and language integrated learning” (viii) and this, in Europe, goes hand in hand with the evolution of the Old Continent.

One of the steps to build an integrated Europe was to prepare their citizens from an early stage for that aim. With the promotion of multilingualism the bonds among cultures and languages in contact, but so different from each other, would be strengthened. Thereby, different European programmes in education were implemented.

Given the importance of the issue, the demands of the current world, and the fact that the new Europe was working on its construction towards a “plurilingual entity”, those researches were funded by the European continent. Thereby, the European support in these projects led to the development of CLIL in this continent (Eurydice 7).

2.1.2.2.1. The rise of CLIL (1990s)

While it is true that the necessity of communicating through a FL is largely the natural consequence of realities such as immigration, Information and Communication Technologies (ICT) and the global labour market, it is not less true that the rise of CLIL methodology cannot be fully understood without considering key European steps taken by political organisms, which have also been keen to foster and enhance the teaching and learning of second languages, especially in Europe.

In the 1950s there was a debate revolving around economic unity among European countries in which language policies and the promotion of multilingualism was regarded as strategies to achieve that aim. The 1958 agreement on the official languages in Europe highlighted the inclusion of language education for more young people in the educational systems. But the catalyst for Europe to develop CLIL across the continent took place in 1978, thanks to the encouragement to teach in schools through the medium of more than one language. A series of statements following the declarations in the European Parliament and the Education Council in 1984, which revolved around the “weaknesses in language education” and the “need to give greater impetus to the teaching and learning of foreign languages”, led to the investment in projects that explored in language teaching, being CLIL one of the solutions given (Coyle, Hood and Marsh 8).

Although it is true that for many years language teaching has been considered in European recommendations related to education, it was during the last decade of the 20th century when the convergence of different language policy led to new European bilingual methodologies aimed at promoting language learning and language diversity in order to build the Europe of our time. The first initiative that reflected the need for ‘promoting innovation in methods of foreign language training’ was the Lingua programme (Eurydice 8), and, after it, several measures were designed to accomplish the multilingualism.

As previously observed, it was in 1994 when the term was launched for the first time in Europe (Coyle, Hood and Marsh 3). In 1995 it stands out a piece of legislation concerned with the European cooperation in CLIL: the White Paper on education and

training, which called for European citizens to be proficient in three European languages to communicate in the L1 as well as to be able to use two FL (Eurydice 8).

2.1.2.2.2. The consolidation of CLIL (2000s)

CLIL was increasingly gaining momentum in Europe (Coyle in the Foreword to Lagasabaster and Ruiz de Zarobe viii). The European authorities at this stage were unquestionably committed to “the growth industry of educational linguistics”, as Baetens-Beardsmore referred to CLIL at the turn of the 20th century (Coyle qtd. in the Foreword to Lagasabaster and Ruiz de Zarobe vii).

During the first years of the new millennium several conferences went on holding to discuss on language education. Nonetheless, not only 2001 was designated the European Year of Languages to mark the importance of language education in Europe, but also CLIL was explicitly proposed as one of the approaches to promote language learning and linguistic diversity. In other words, CLIL stood out as the means by which to educate European citizens in an integrated Europe (Eurydice 9).

One of the steps to build an integrated Europe was to prepare their citizens from an early stage for that aim. With the promotion of multilingualism the bonds among cultures and languages in contact, but so different from each other, would be strengthened. Thereby, different European programmes in education were implemented (Eurydice 9).

Accordingly, the following year all the Member States and the European Commission were called to “ensure teaching of at least 2 foreign languages from a very early age” (Barcelona European Council). In 2005 “European Council recommended that CLIL should be adopted throughout the entire European Union” (Coyle, Hood, and Marsh 8) and in 2006 the publication of the Eurydice Survey, the first statistic-based report that accounted for the implementation of CLIL in Europe (*ibid.*), gathered invaluable information to inspire new CLIL contexts across Europe.

Thus, it is clear that “in an integrated world, integrated learning is increasingly viewed as a modern form of educational delivery designed to even better equip the learner with knowledge and skills suitable for the global age” (Mehisto, Marsh and Frigols 10-11)

2.2. CLIL, A MODERN EDUCATIONAL CHALLENGE

'If we teach today's students as we taught yesterday's, we rob them of tomorrow.'

(John Dewey)

As mentioned in the Introduction, CLIL is widely recognized for having ‘an undeniable positive potential as an environment for FL learning’ (Dalton-Puffer, Nikula and Smit 285). In fact, and as it has been shown in Section 2.1., the achievement of FL competence is its *raison d'être*. Nonetheless, highly efficient and effective CLIL practice is likely to be a matter of the future, especially in regards with FL learning (*ibid.*). To tackle the causes of such a conclusive statement a review of the CLIL map shall be addressed first in Section 2.2.1. A comparison between CLIL and the Canadian immersion education will follow in Section 2.2.2., whilst the certain uncleanness surrounding CLIL reality, particularly in regards with the focus on language in CLIL and its integrated nature will be considered in Section 2.2.3.

2.2.1. The Fire of CLIL; Or, CLIL Rationale

Despite the fact that the phrase ‘Content and Language Integrated Learning’ may be quite descriptive, capturing its essence does not seem to be so immediate. Certainly, several factors limit a straightforward access to the core meaning of CLIL, especially the use and the nature of the term CLIL. Accordingly, this section briefly addresses some characteristics of CLIL.

Apart from the ‘slightly controversial use of the term CLIL for pedagogical and political purposes’ (Martín del Pozo 29), one of the reasons for the limited vision of CLIL is likely to be the common ground it shares with other teaching practices. In fact, there seems to be more than 30 terms “denot[ing] educational experiences that involve the use of an additional language other than the L1’s learner in the teaching and learning of non-linguistic content” (Dalton-Puffon 2).

Firstly, one of the difficulties of accessing the nature of CLIL is due to the encapsulation an abbreviation represents. Yet, *the CLIL label* is not casual and has implications that cannot be taken for granted and will be tackled in section 2.2.2. The visual portion of the iceberg, namely, the CLIL signifier, is briefly considered.

Following the reverse order of the four capital letters that shape the CLIL label, what CLIL stands for is as follows:

- ~ *Learning*: the general theory underlying CLIL learning is the socio-constructivist perspective on learning (Coyle, Hood and Marsh 28-29), in which the student is the center and the creator of his own knowledge. The role of the teacher is, hence, to scaffold the teaching and promote cognitive engagement. Thereby, the teacher is no longer the donor of knowledge but the facilitator (*ibid*).
- ~ *Integrated*: CLIL learning involves a focus on both language and content. (See section 2.3.)
- ~ *Language*: it refers to an additional language other than the L1 of the learners. Although CLIL does not specify which language, the teaching and learning is often carried out in English. (See section 2.3).
- ~ *Content*: subject matter. This refers to non-linguistic subjects, such as Mathematics, History, Science...

Secondly, CLIL has been described in many different ways depending on, for instance, the context and the primary attention. Some of the most common key words used to refer to CLIL tend to be the following ones: method and approach. Kay Bentley (5) gathered some of the definitions mentioned below showing which terms have been normally used to denote CLIL in the first decade of 2000 (the italics are intentional and mine):

“An *approach* [...] that may concern languages; intercultural knowledge, understanding and skills; preparation for internationalisation and improvement of education itself” (Marsh, 2002)

A “meaning focused learning *method* [whose] aim is learning subject matter together with learning a language” (Van de Craen, 2006)

As can be seen in these quotations, CLIL has been defined both as a method and as an approach. According to Sánchez-Reyes (30), ‘method’ is the “teaching system with prescribed practices”, and ‘approach’ is “a [...] philosophy, loosely described, that

can be applied in a variety of ways in the classroom.” Aside from the great debate, from a philosophical point of view, that there tends to be around both terms when referring to educational practices, the vast majority of authors refer to CLIL as an ‘approach’ (Pérez-Vidal 2009, Marsh et. all 2010, Llinares and Whitetakker 2011).

Beyond the comparison ‘method’ versus ‘approach’, Graddol (qtd. in Coyle, Hood and Marsh 5) defines CLIL as ‘[the] ultimate communicative methodology’ since it realizes the lack of authenticity of the communicative language teaching, which was already “one step towards providing a more holistic way of teaching and learning languages” (Coyle, Hood and Marsh 5). The appreciation of CLIL as a revolutionary form of education regarding the realization of authenticity of purpose is shared by many researchers (Martín del Pozo 2014; Dalton-Puffer, Nikula and Smit 24).

It is worth mentioning other statements about CLIL for the qualities found in them, and which extends the vision of CLIL. Richards’ and Rogers’s statement of the possibility of construing CLIL as a “foreign language teaching *method*” (Dalton-Puffer, Nikula and Smit 2) at the first educational level could echo some implicit belief in a hidden potential of CLIL.

Likewise, certain intuition in CLIL being partly exploited can be found in Hallet’s, Otten’s and Wildhage’s calling for “a specific CLIL-teaching methodology (...) defined by its own didactics” (ibid.). Dalton-Puffer’s, Nikula’s, and Smit’s confession of their ‘skepticism’ is immediately expressed due to the highly demanding task derived from the revolutionary nature of CLIL, but they leave an open door, since they do not discard such an achievement in the future (ibid.).

It could be argued, hence, that the nature of this *educational philosophy* is likely to have been consistent enough so as to emerge on its own and to find its place among consolidated methodologies. On the whole, a perception of CLIL as a powerful phenomenon, though with power to be fully activated, seems to be difficult to deny.

Thirdly, the first mental image of CLIL is also blurred due to its *inclusive nature*, for both its openness and flexibility. “Its open nature as an umbrella term” (Dalton-Puffer, Nikula and Smit 3) denotes a large variety of realities, wherein an

additional language is used as a means of instruction in the teaching of non-linguistic subjects in many parts of the world (Dalton-Puffer 2). This is what openness consists of.

As for flexibility, it is understood as the capacity of adapting to different contexts, being responsible for its transferability in other countries. This flexibility is also clear in the multiple existing CLIL educational modalities, whether in long-term or short-term programmes, where the amount of FL exposure is the fundamental variable (Dalton-Puffer, Nikula and Smit 3), as it is illustrated in the image below ‘the many faces of CLIL’ (see fig. 1).

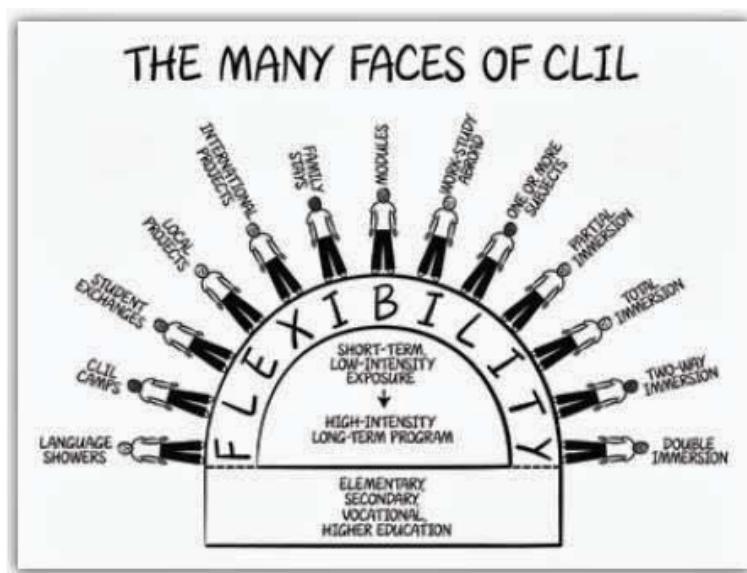


Fig.1.

(Image taken from Mehisto, Marsh and Frigols 13)

On the other hand, this flexibility also engenders a terminological problematic, which begets serious implications at different levels of action that difficult the understanding of the CLIL concept, particularly in CLIL practice.

Finally, CLIL stands out and distinguishes itself from other methodologies for its *integrative nature*. Certainly, the core of CLIL and one of its remarkable aspects is found in the integration of four components, known as the 4Cs: Content, Communication, Cognition and Culture. Coyle’s conceptualization of the 4Cs has been summarized as follows (Coyle, Hood and Marsh 41):

Content	Subject matter
Communication	Language learning and using
Cognition	Learning and thinking processes
Culture	Developing intercultural understanding and global citizenship

The integration of these four elements represents the hallmark of CLIL and shows the potential of CLIL as an educational approach. For their relevance in this dissertation, the focus will be mainly on two of them: content and communication (English as a FL). Although the enormous popularity of CLIL appears to be related to the components content and communication¹, especially the latter, the major reason why CLIL has won acclaim is for being an ‘innovative fusion’ of the two (Coyle, Hood and Marsh CLIL 1). In this sense, CLIL has been defined in the majority of cases as follows:

a dual-focused educational approach in which an additional language is used for the learning and teaching of both content *and* language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time. (Coyle, Hood and Marsh 1)

What this definition conveys, above all, is the idea of ‘interwoveness’ (Dale and Tanner 3), that is, the interface between language and content in the delivery of CLIL instruction.

As stated above, CLIL is a methodology that combines the teaching and learning of both content and a FL. Another major difference of CLIL has to do with language. The distinctive characteristic of CLIL regarding the ‘language’ component is that the content is not taught *in* an additional language, but *through* it, which means that in CLIL, the means of instruction, language, is both target and tool (Dale and Tanner 5).

¹ The terms ‘communication’ and ‘language’ are interchangeable in the 4Cs Framework (Coyle, Hood and Marsh 42). Throughout this paper the word ‘language’ will be used to refer to this component of CLIL.

2.2.2. Another approximation to the CLIL concept

It may be worth considering a comparison of CLIL with other schooling models that provide bilingual education, being the Canadian immersion education one of the programmes that stands out (Whittaker and Llinares 101). In fact, CLIL had French immersion in Canada as a reference point in its beginnings (Dalton-Puffer, Nikula and Smit 7), but it becomes different in several factors, being its final goal the main difference (Whittaker and Llinares 101-102).

In terms of the *language of instruction*, whereas the carrier of meaning is a FL in a CLIL setting, in the Canadian Immersion education it is the use of a L2 which plays that role. This means that in the former case, the FL is the language used solely in the CLIL classroom, whereas speech events in the L2 are common outside of Canadian bilingual classrooms, so that the L2 is not only used as a means of instruction. In addition to this, Lagasabaster and Sierra (qtd. in Llinares and Whittaker 101-102) point out that, as opposed to other programmes, achieving native-like command of a FL is not the goal in CLIL. To put it in other words, in CLIL there is a respect for the L1 as a tool in the learning process.

Another point of contrast relates to the *teacher profile*: as opposed to the teachers in Canadian bilingual programmes, CLIL teachers are usually non-native speakers; besides, they are not FL specialists but content-experts (Dalton-Puffer, Nikula and Smit 1). Although there can be cases in which teachers hold double qualification, that is not the norm (285). As for the *starting age* of students, and contrary to Canadian bilingual students, CLIL learners have already learnt how to read and write in their L1 by the time they start CLIL experience. Moreover, whilst CLIL lesson *material* is adapted, textbooks and other educational resources in Canadian settings are original (1). Finally, whereas the *goal* behind Canadian immersion programmes is content teaching, CLIL aims at the teaching of both content and language.

Thus, although the difficulty of exactly understanding CLIL is partly rooted in its similarity to other bilingual programmes, a closer analysis shows significant differences between them.

Hitherto, a briefly portray of CLIL has been covered. To sum up, it could be said that CLIL is an approach whereby non-linguistic content such as Science, Physical Education or History, to name a few subjects, is taught through a FL, which in turn, is not only a tool but also target. It should be noted, hence, that CLIL lessons demand attention both in terms of disciplinary knowledge as well as linguistic features. As has been showed, the fire of CLIL lies in its integrated nature.

Notwithstanding, this duality has turned to present a major challenge in CLIL practice and CLIL research, reclaiming a deeper insight. Accordingly, the next section will try to present an overview of key issues to shed light on the first question posed at the outset of this paper.

2.2.3. The Fog in CLIL; Or, CLIL Reality

As indicated in Section 2.2.1., ‘the label of CLIL itself is not innocent’ (Dalton-Puffer, Nikula and Smit 284). Nevertheless, the choices of the words that shape the abbreviation CLIL cannot be taken for granted (*ibid.*), and the implications of the conceptual intricacy of CLIL deserves being brought at the fore. CLIL means Content Language Integrated Learning but this cannot be assumed. Nonetheless, there are contentious issues regarding CLIL reality. Two major conflicts stand out: one would be related to the language policy in CLIL; the other one has to do with the integration of content and language.

2.2.3.1. Language Policy about CLIL

As stated in 2.1.2, CLIL was implemented as a response to the needs of the citizens of the modern world of being competent in FL. Nonetheless, CLIL was not implemented properly, and three main reasons stand out.

Firstly, it was inspired by wrong language beliefs (Dalton-Puffer, Nikula, and Smit 6-8). Even though it was implemented with the aim of supporting foreign language learning, non-academic circles equated the language learning process to the language acquisition process (*ibid.*). This would imply that the mere exposition to a language

suffices to be able to learn it, which in turn means there is no need to correct the students' mistakes:

The basic idea of the model is that if the language learner is exposed to input which is comprehensible either because of the context in which it occurs or through intentional simplification, acquisition will occur. (Dalton-Puffer, Nikula and Smit 6)

However, language is a social language learning process in which not only are interaction and context crucial factors, but a teaching process is a definite requirement when learning a FL (8).

Secondly, the implementation of CLIL occurred at two main levels (European Commission, and teachers and learners), leaving the intermediate one (regional and national governments) "largely unaccounted for" (Dalton-Puffon 1).

Currently, collaborative planning and cross-disciplinary delivery of the curriculum, especially in secondary schools, is often left to chance or is dependent on the 'goodwill' of head teachers or senior management teams. (Coyle, Hood and Marsh 159)

Thirdly, the European Commission entrusted the linguists with the task of designing a bilingual methodology, yet policy writers ignored linguists' "grand pronouncements" (Dalton-Puffer, Nikula and Smit 285), such as the reality that "school life show CLIL to be very much a content-driven affair" where CLIL teachers are more often than not "subject teachers who have a good command of the target language" (Dalton-Puffer, Nikula and Smit 284-285). What is more, linguists consider that "the formulations of specific language goals have remained rather general" which, thereby, leads to teachers feeling a role-conflict between focusing on the content and/or the language.

2.2.3.2. The Integration of Content and Language

On the other hand, despite the fact that CLIL is an integrated educational approach, content and language are treated as separated dimensions (Llinares, Morton and Whittaker 8).

Although sometimes the dominant focus can be on the language or on the content, the interrelationship between the two cannot be ignored (Coyle, Hood and

Marsh 28). Theorizing CLIL has focused either on language or on content, paying less attention to their interface, that is, the integration of content and language (Dalton-Puffer, Nikula and Smit 288). Two main reasons have been identified.

Firstly, there is a perspective in CLIL research that focuses either on content or on language (Llinares, Morton and Whittaker 8). Regarding the former, little attention has been paid to language in studies on content mastery in CLIL. Those studies have conceptualized “content learning as learning of concepts or conceptual structures”, and content as the construction of knowledge (Dalton-Puffer, Nikula and Smit 288).

As for the latter, “the rapid spread of CLIL has led to concerns about its viability as language learning, resulting in a lively research in SLA-based linguistics” (ibid.). In effect, three major trends stand out in CLIL research from the point of view of language depending on where the primary focus is: on language learning, on language using or, on the integration of content and language (11-12).

There is, thus, no previous referential point that treats content and language in an integrated way (288). Conversely, content and language have been considered separated dimensions in practice and in research (Llinares, Morton and Whittaker 8). This has meant “a lack of proper terminology and vocabulary to easier address their simultaneity” (Dalton-Puffer, Nikula and Smit 288). In terms of educational practice, although the instruction of language started a long time ago, it was limited to the teaching of content *in* another language.

Consequently, there is an imperative need for a unified theoretical perspective (Dalton-Puffer, Nikula and Smit 282-283). Apart from the challenge this means, there is an additional difficulty as context “crucially co-determines the language *learning* that will take place” (279).

2.3. WRITING IN CLIL, A COGNITIVE LINGUISTIC CHALLENGE

‘No-one speaks (or writes) academic English as a first language.’
(Bourdieu & Passeron)

Whilst Section 2.1 has approached a general overview of CLIL from the point of view of language, a deeper insight into linguistic issues will be provided hereinafter. Among the wide range of communicative competences, closer attention will be given to writing skills. Even though the importance of being skilled learners is widely recognized in the academic community (Llinares, Morton and Whittaker 274), the role of writing in CLIL learning has been largely underappreciated (244-245). Section 2.3. is divided into two main parts: whereas the first one explores overall language learning in CLIL, the second one focuses on written abilities in secondary school. This section, thus, addresses the second and third objectives outlined in the Introduction of this paper.

2.3.1. Learning and using language

As stated previously, the aim of CLIL is two-fold: content learning and FL learning. The following is a discussion around what is meant by language learning in CLIL.

2.3.1.1. Focus of language in CLIL

One of the open questions regarding CLIL revolves around which kind of focus on language should be followed in CLIL settings (Llinares, Morton and Whittaker 8). As regards FL learning, several possible types of focus on language have been found since 1940s by Applied Linguist researchers (188). Among the different approaches to language, three possibilities are normally cited: focus on form, on meaning or on both (Coyle, Hood and Marsh 32-6).

One type of focus for FL learning has been on *form* (grammar), that is, on language learning. This approach has been strongly associated with traditional FL learning. However, apart from language learning, CLIL implies the learning of subject matter content. Thus, CLIL learning following a focus on form would mean the detriment of its identity. In effect, content learning in CLIL does not revolve around grammatical progression but on the construction of disciplinary knowledge (32-33).

A focus on *meaning* (content), that is, on language using, would be another possibility. This is the case of Canadian French immersion. Nevertheless, studies from research on that bilingual modality showed poor results regarding achievement of L2 competence. Some researchers, such Lyster and Swain, have warned that a lack of attention appears to have negative consequences drawing on Canadian results. Moreover, “ignoring progressive language learning in a CLIL setting is ignoring the fundamental role played by language in the learning process” (Coyle, Hood and Marsh 33). CLIL instruction would be reduced to “teaching *in* another language” (ibid.).

Thirdly, there seems to be a more recent alternative, namely, a focus on *meaning+form*. The suggestion of this integrated perspective was made by several authors, such as Mohan or Swain. Certainly, one of the fundamental principles of language learning in CLIL is “language using and language learning” (35).

2.3.1.2. Language using in CLIL

As Coyle, Hood and Marsh point out, “different kinds of bilingual education use different models” (164). As for CLIL, although a solid CLIL theory is still under construction and heterogeneity is associated with CLIL practice (as mentioned in Section 1.1.), common characteristics are shared in different CLIL settings (Martín del Pozo). Among the underlying principles in the learning of non-linguistic subjects in a FL, the dichotomy between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) seems to stand out (ibid.).

Whilst BICS refers to the language skills people use in their day to day life in regular social interactions, CALP is concerned with demanding language skills that are actually used in academic setting (Llinares, Morton and Whitakker 219). Even though the definition of the elements related to CALP has not been accomplished yet, greater attention to “three dimensions that language shows in CLIL” would mean an approximation to CALP (Martín del Pozo), being language using one of them (ibid.).

Recently, and with the aim of systematizing the uses of language in CLIL, different models of language use have been proposed. For instance:

- ~ The Language Triptych (Coyle 2000, 2006, 2010)

- ~ Three-part framework for understanding the roles of language in CLIL
(Llinares, Morton and Whittaker, 2011)

Regarding the former, The Language Triptych, it is the “conceptual representation” that “integrate[s] cognitively demanding content with language learning and using” (Coyle, Hood and Marsh 36). Its function is to help students of a language by means of an analysis of CLIL from three very different but correlated points of view: language *of* learning, language *for* learning and language *through* learning (ibid.). That is, this model challenges subject teachers as it “demands an awareness of different types of language used for different purposes” (59).

The ‘Three-part framework’ embraces Coyle’s distinction between the language *of* learning, language *for* language and language *through* learning. Furthermore, it also provides an integrated perspective of CLIL in theory and in practice (Llinares, Morton and Whitakker 14). In theoretical terms, three theories converge in this model: the SFL, the social branch of SLA and the socio-cultural theory of learning. As the authors themselves indicate, an integrated perspective of CLIL based on this model would therefore consist in CLIL learners being

engaged in the development of higher cognitive functions through schooling (Vygotsky), and in doing so they use language to make the meanings through which school subject knowledge is built (Halliday). By doing that in a FL, they develop ever-greater levels of communicative competence through participating in social interaction in the classroom.

(Llinares, Morton and Whittaker 14)

Thereby, the roles of language in CLIL are three: use language

- To learn content
- To interact in the classroom
- To develop language

According to this model, language development would proceed as follows. Firstly, the students must learn the vocabulary and grammar required to express the basic concepts of their subject (ideational meaning). Secondly, it will be necessary for them to acquire the necessary skills for social interactions (interpersonal meaning). Thirdly, the students will have to move from the spoken register to the written one (textual meaning) (Llinares, Morton and Whittaker 18-19).

Both proposals are powerful tools for the design of CLIL activities aimed at supporting FL development. Notwithstanding, a prediction of the linguistic needs of CLIL learners would imply a previous knowledge of the language features required for the expression of the content to be learnt. As it will be shown in the following section, this linguistic knowledge makes reference to language awareness.

Consequently, as regards the level of practice, “CLIL practitioners can attain a more principled integration of language and content in their instruction” (Llinares, Morton and Whitakker 14).

2.3.2. Writing in CLIL

‘Communication’, one of the four components of the 4Cs Framework conceptualized by Coyle, encompasses several communicative abilities, such as reading, speaking, writing or listening, to name a few. Particularly, the importance of writing has been strongly highlighted, leading to be considered one of the 21st century basic skills (Glossary of Education: <http://edglossary.org/21st-century-skills/>).

2.3.2.1. The importance of teaching writing at secondary school

There are several reasons that show why teaching writing in the classroom is important at the secondary level:

First, final assessment is widely based on written texts throughout schooling. For instance, students have to hand in a large number of assignments, essays and group projects alongside with written exams at the three educational levels each academic year. At secondary school, the focus of this dissertation, the final mark is notoriously influenced by the quality of the written presentation.

Secondly, written communication is highly valued in the school community (Llinares, Morton and Whittaker 18). It is at secondary school when students start to come into contact with the educational community since it is at this stage when they begin to learn the disciplinary knowledge. To become full members they need to participate in it, thus, they should write in the academic written register. In effect, at the

tertiary level undergraduates are expected to produce written texts in an advanced writing style, thus support writing development at the secondary level seems to be of paramount importance.

Thirdly, results show that students lack productive skills, especially they need an improvement in writing in their L1: “Research at secondary level has shown that, even in the mother tongue, some students have difficulties because of unfamiliarity with the language of the disciplines” (Dalton-Puffer, Nikula and Smit 125). But also in L2 and in FL:

L2:

Canadian immersion programmes, where Anglophone students received subject-matter instruction through French [...] indicated that students’ comprehension ability was comparable to that of their native francophone peers, but Anglophone students did not reach full native-like competence in production skills. (193)

or FL:

Vollmer et al, who analysed Grade 10 students learning geography in Germany through English, found that there were considerable deficiencies in academic literacy in CLIL classrooms as well as in L1 subject-classrooms and suggest there should be much more focus on developing academic language use and general writing competence of the learners in the classroom. (*ibid.*)

Whilst this reality applies to any school context, the focus will be on current European bilingual contexts, since today the mainstream education in this continent is eminently bilingual. This condition immediately affects the written performance of CLIL students.

On the one hand, writing in bilingual education is more challenging. The nature of writing is cognitively demanding, as it implies constant decision-making at two levels, the structure of text and the right word (Llinares, Morton and Whittaker 244). Naturally, writing in a FL requires an extra effort, derived from the evident limited knowledge of a non-native language as it occurs in CLIL classrooms.

In bilingual education the content instruction is delivered in a language other than the mother tongue. This additional language could be a L2 (such as in Canada) or a

FL (such as in Europe). In the European bilingual approach the FL is mostly English. This means that English has become the medium of instruction to carry out the teaching and learning of subject matter. Thereby, the written production of curricular content in English is common and difficult for CLIL learners (and its teaching is indispensable).

On the other hand, CLIL learners are particularly called to master the writing skill in English. FL competence is socially demanding nowadays (Llinares, Morton and Whittaker 274). As writing is part of the linguistic competence and CLIL has emerged to support FL development, CLIL learners, then, must accomplish mastery of writing in English.

Although writing in CLIL may be a difficult task, it has been found that writing in a FL is beneficial in CLIL learning (Llinares, Morton and Whittaker 244). Apart from the general advantages that writing has (for instance, it allows reflection as it leaves a permanent trace on the writer to examine), and from being useful for teachers and student of any profile (for the teacher to assess the student's knowledge and for the student to check their knowledge learning), two benefits stand out in CLIL. Studies have revealed that writing the content in a FL helps, on the one hand, to learn the language. On the other hand, it helps to learn the content (ibid.).

Nevertheless, writing has been an underappreciated skill over the years, and this seems to hold also true in CLIL (Llinares, Morton and Whittaker 244-277). Little attention is paid to writing in CLIL, where there is a predominant interest and support in the development of oracy (speaking and listening skills) (ibid.). As a result, students have shown problems with literacy (reading and writing), and the unfamiliarity of the written language. According to researchers, there is a need to pay more explicit attention to the language in classroom (Dalton-Puffer, Nikula and Smit 127). Hence, CLIL teachers should focus on writing.

Therefore, it can be said that despite the fact that writing in CLIL at secondary school is remarkably significant, common, challenging, and useful, its learning is taken for granted. Consequently, CLIL learners show deficiencies in their written performance, demanding more support to develop this skill.

2.3.2.2. How to teach writing in CLIL

Using her experience in classrooms where the content instruction was carried out by means of English as a L1 and L2, and drawing on Halliday's systemic functional linguistics theory (SFL), Schleppegrell has designed a framework to develop understanding of students' writing in secondary school (Llinares, Morton, and Whittaker 255). According to this author, a student writer should take on three roles and make linguistic choices accordingly.

The framework includes the roles a CLIL student writer should learn in order to produce texts in the written mode and the pertinent linguistic choices to realize the different meanings.

This proposal made by Schleppegrell clearly echoes Halliday's SFL framework, which brings together social context and linguistic structures and has allowed researchers to better understand the relationship between language and learning. In effect, the SFL framework originated by Halliday in 1985 "shows in a principled way how social activities such as education shape language use and how language itself constructs knowledge" (Llinares, Morton, and Whitakker 10). Shortly, the SFL sees language as a combination of function and form (Whittaker and Llinares 103) so that, in any context, speakers or writers make language choices (register) depending on the register variables of the social situation (field, tenor, mode) to express three basic meanings or 'metafunctions' of language (ideational, interpersonal, textual).

Thereby, CLIL students writers use the language (of schooling) to express knowledge of the subject (*ideational meaning*) depending on the *field*, that is, the topic and purpose of the history text types, or genres; to enact a social relationship with the reader (*interpersonal meaning*) taking into account the *tenor*, i.e., status and roles of the participants; and to write the history genres in a coherent way (*textual meaning*) bearing in mind the *mode*, namely, the nature of the written register, the structure of the genres and the needs of the reader.

When writing in non-linguistic subjects, the student of secondary school would follow the next steps, according to an adapted version of Schleppegrell's framework made by the authors in (Llinares, Morton, and Whittaker 255-256):

1. Display knowledge of the subject. The student should express their knowledge of the subject, for instance, of the past events of history, which in SFL is called ‘ideational meaning’. According to Halliday, language has three basic functions ‘metafunctions’ or meanings and each of them are related to one variable register.

As Halliday stated, ‘language is the condition of knowing’ (Schleppegrell 10) and Hymes pointed out that language use is widely marked by the social context in which the speech events take place.

One of the aims of schooling is to develop educational knowledge (also known as ‘scientific knowledge’ by Vygotsky or ‘vertical knowledge’ by Bernstein (Llinares, Morton and Whittaker 38-39), which is built using ‘the language of schooling’ (Schleppegrell 2004). In Byrnes’s words

(...) educational knowledge is shaped through language that fundamentally differs from language used to transact life’s tasks in, for example, social encounters or to seek or provide information – areas of language use that have dominated communicatively oriented educational practice.

Contrary to ‘everyday knowledge’, educational knowledge is built through ‘vertical discourse’, and it has been found out that different subjects have different verticality. Martin has analysed middle-school texts in the subjects of science and history and has found “differences between the ways science and history draw on features of academic registers” (Schleppegrell 114). He has showed that, whereas science discourse is technical, history discourse is abstract. That is to say, “constructing knowledge in different fields it is not achieved in the same way” (Llinares, Morton and Whittaker 109).

Hymes stated that there is a link between context and language structures. Accordingly Halliday developed his functional grammar model, bringing both aspects together (Schleppegrell 25). His SFL has allowed researchers to better understand the relationship between language and learning. In effect, the SFL framework originated by Halliday “shows in a principled way how social activities such as education shape language use and how language itself constructs knowledge” (Llinares, Morton and Whittaker 10).

Shortly, the SFL sees language as a combination of function and form. According to Halliday language has three basic functions or ‘metafunctions’, which occur simultaneously in any use of language and which have an impact on the lexical or grammatical choices language users make.

2. Be authoritative. The student has to learn to adopt the adequate voice to each genre. They have to be critical and they have to take into account the nature of the knowledge of the subject they are dealing with. For instance, the knowledge of history is accepted, and thus, should be open to interpretation, contrary to scientific knowledge, which is fact-based.

3. Structure the text. The student has to show a control of the management information in the written mode. Since written communication implies an audience, information should be organized in a coherent, logical way, taking into account the needs and knowledge of the reader. Moreover, the student has to identify the genres of the text of the subjects in question and organize the ideas and the paragraphs accordingly, as each genre has its own structure, function, stages, and registers.

2.3.2.3. Supporting writing development in CLIL: genre-based pedagogy

According to Schleppegrell (2004) there are three roles the CLIL students should take on to write, and each of them require different features of language (or registers). Since academic style is neither natural language nor transparent, to support writing development CLIL teachers should raise students’ language awareness in order for the latter to be able to understand the content and identify the linguistic resources they would need to express their knowledge.

Based on the positive results in CLIL students’ written performance, researchers recommend the genre-based pedagogy. Thereby, the genre-based pedagogy is a strategy that consists of a ‘teaching/learning cycle’ aimed at guiding learners towards control and a deep appreciation through three stages (Dalton-Puffer, Nikula and Smit 84).

Firstly, the teacher raises students’ awareness of different aspects of the genre such as its purposes, stages and registers or linguistic features (*deconstruction stage*). After that, teacher and learners together build an example of the genre they are dealing

with. In this stage they are jointly building field knowledge (*jointly construction stage*). Finally, learners write their own texts of the genre in question (*independent construction stage*) (85).

Although CLIL does not specify which pedagogy to use (Coyle et al. qtd. in Dale and Tanner 15), the genre-based approach is closely related to the 4C Framework, as it implicitly integrates content and language at once (Dalton-Puffer, Nikula and Smit 97-100).

In effect, as regards the Content, through deconstruction and reconstruction of the text, the student gains knowledge of the discipline in question. In terms of Communication, it would help learners to produce the purposes, stages and register of the texts as the teachers would instruct them of the different genres. As for Cognition, academic genres are extremely related to mental processes and knowledge structures. Finally, Culture relates to genres, for they are culturally dependent. For instance, English genres are different from Spanish ones (*ibid.*).

Furthermore, as spoken mode is different from the written one (Llinares, Morton and Whittaker 244-278), CLIL teachers need to make explicit the specific features of written language. In other words, they must explain in the classroom the ‘explicitness’ that marks the difference between the written and spoken language. That is, they have to describe the context with words, as in the oral register the circumstances already speak for themselves. Thus, teachers need to provide *register scaffolding* from the oral register to the written one.

Consequently, all of this proves that different subjects use different kind on languages, which implies that CLIL teachers must *know* the language of their subjects. In fact, knowledge of the language of schooling is one of the eight areas a CLIL teacher should be competent in according to the European project “CLIL across contexts: a scaffolding framework for CLIL teacher education” (Whittaker and Llinares 104). Thereby, they will be able to carry out genre analyses in the classrooms and this, in turn, will contribute CLIL students to develop their generic competence and to gain register awareness.

3. CONCLUSIONS

In conclusion, the aims of this paper have focused on the study of the implementation of CLIL, describing the importance of supporting the development of the writing skill within it, and trying to suggest solutions to the problems detected by the investigations carried out by researchers.

In effect, there are current paradoxes in CLIL, and a faultless quality CLIL practice has not been achieved yet, at least regarding the realization of its potential as an environment to learn FL and the fulfillment of an integrative learning.

The following are the specific conclusions of this paper:

CONCLUSION 1. CLIL was originally implemented with the goal of promoting FL learning. Nevertheless, the attention given to FL has been much less so than the one given to content, being also inadequate, since there is no language awareness at any point in the process, not even by the teachers, as they do not have a specific CLIL training.

The rapid implementation of this form of instruction, whose launching was highly influenced by wrong general language learning assumptions, has led to substantial needs -above all, the lack of a current sound CLIL theory, as well as to important contradictions between reality/theory and practice.

Moreover, CLIL implementation does not reflect L2 acquisition research, and CLIL practice has several faultlines. The lack of a specific training for CLIL teachers, specific language learning goals, defined CLIL guidelines and CLIL materials must be corrected.

CONCLUSION 2. Whilst the CLIL methodology is an integrated one, content and language are treated as separated issues. The role that the language plays in the reconstruction of knowledge has been ignored. For this reason, a multidisciplinary project that focuses on CLIL as it was originally postulated, and more attention by educational authorities to linguists would be beneficial.

Thus, there is an urgent need for a unified theoretical perspective. As context is a factor that defines the FL learning, CLIL research should take into account the situational variables in the analyses of different CLIL practices. Therefore, the design of a solid theory applicable to all CLIL contexts seems to be as necessary as challenging due to the long time it takes finding common patterns among such a large number of variables and different CLIL realities.

Altogether, the evidence gathered herein indicate that CLIL studies following a fused direction towards the provision of an authentic integrated learning and more collaboration between academic research circles and CLIL practitioners are the right path to a deeper insight that helps to provide a successful CLIL learning and, particularly, the achievement of the language learning goals posed.

CONCLUSION 3. As for writing, according to some studies, writing the disciplinary knowledge in a FL is beneficial not only for learning the FL, but also for learning the content.

In the Information Age, wherein the contact between languages and cultures is rapidly increasing on a global scale, being plurilingual is no longer just an asset but an indispensable requirement to be successful in a globalized economy; success in the academic community particularly involves the mastery of writing.

Nonetheless, the importance of teaching writing has been generally underappreciated in school contexts. Particularly, its role has been largely unrecognized in CLIL settings, having been “sidelined” with regards to some other skills, especially oracy. As its learning has been taken for granted, this affects the learner’s written performance with elements of the spoken language, demanding more support to develop this skill.

Thereby, the problems in writing seem to be rooted in the lack of language awareness when teaching a FL, demanding more explicit attention to the specific language of each subject.

CONCLUSION 4. It is important to take into account that students are not often taught the specific genres and registers of each subject, not only in the L2/FL, but in the

L1 as well, mainly because the mastery of them is normally presupposed from their oral and reading experience as native speakers.

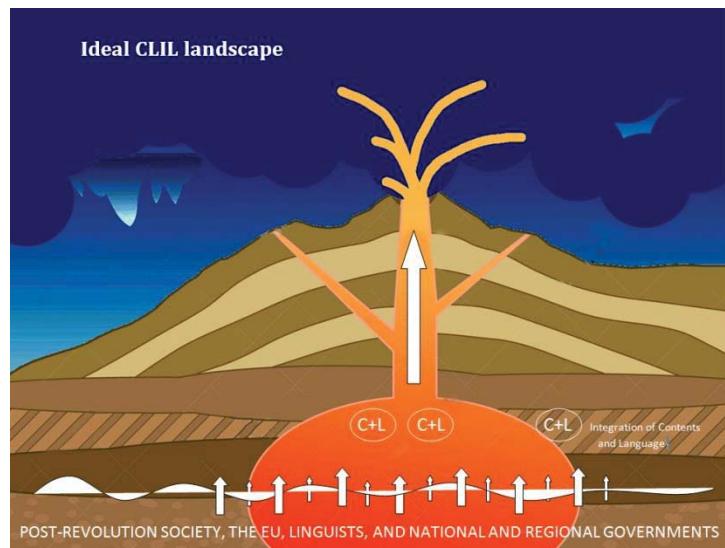
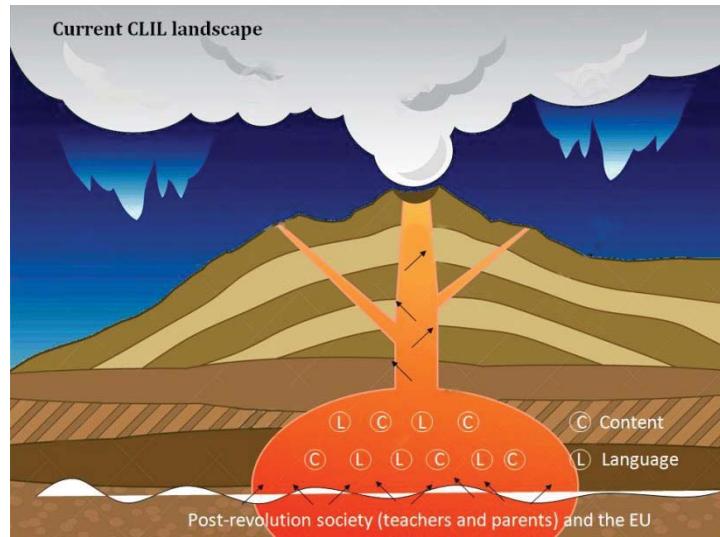
The solution to this problem lies in the proper and specific training of teachers, being the language of schooling one of the competencies they must develop in classroom.

The two models of language use studied here –The Language Triptych and The three-part framework, are helpful resources that could be used by teachers for the design of CLIL activities aimed at supporting the development of FL, although the ‘Three-part framework’ seems to fit better the CLIL needs as it not only embraces Coyle’s distinction between the language of learning, language for language and language through learning, but it also provides an integrated perspective of CLIL at two levels: theoretical and practical.

This requires the language awareness, so that the teacher learns the specific language of the subject, that is, its genres and registers. This way, they can predict the learners’ problems and difficulties and make the language more accessible to learn. By means of a genre-based approach and register scaffolding, teachers would work in a more solid ground and with the resources they do not have nowadays.

COROLLARY AND LAST CONCLUSION

The current CLIL portrait, then, could be depicted as a landscape wherein there is a positive volcano (the CLIL approach) that is latent (CLIL reality) at night (lack of FL proficiency in the 21st century). The eruption of the volcano (faultless CLIL practice) could shed the light that the environment needs (modern age society) as the magma of the volcano (4Cs Framework) is powerful. Although the fire of CLIL has been fueled from various sides (post-revolution society and EU), today the magma is a cold rock (there is no integration of content and language, and inadequate attention is given to language in practice). Thus, the display of the lava (integration of content and language, and coherence in terms of FL policy and reality) is yet to occur as the chimney is stuck (CLIL contradictions).



Thus, it could be stated that if CLIL realizes its full potential, both education and the teaching and learning of FL will experience a revolution. What is more, the future becomes more challenging regarding integration as the number of plurilingual citizens increases throughout the world.

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