

# To what extent does content and language integrated learning (CLIL) impact on pupils' critical thinking (CT) in a beginners' S5 Business Italian class?

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## Rationale & Background

CLIL and CT are two pedagogical concepts apparent within both local and national learning and teaching frameworks, including the four capacities, 1+2 Approach and Learning for Life and Work.

This action-based research stemmed from a school workshop to promote the implementation of communication and culture in language learning in order to develop the key skill of CT through a cross-curricular approach.

## Methodology

- all the following data collection methods used Bloom's Taxonomy of CT verbs
- questionnaire (pre- and post-CLIL intervention) using a Likert scale and open-ended questions
- semi-structured group discussion (pre- and post-CLIL intervention)
- researcher's reflective journal during the implementation of CLIL based on specific CT criteria

## Key findings

- CLIL seems to improve learners' CT overall
- CLIL promotes higher order thinking skills such as evaluation and especially analysis, with a focus on connections between cultural awareness and business
- CLIL increases learners' lower order thinking skill of understanding in terms of homework and revision, while remembering is not valued to the same extent in the pre-CLIL classroom

## Aims

1. How, if at all, does CLIL support the development of CT?
2. How is CT displayed through the simultaneous learning of language and business?
3. Is there a difference in learners' lower order thinking and higher order thinking skills after the implementation of CLIL?

## Participants

- 8 students in S5 from Argyll and Bute who study Business alongside Italian
- none of the participants had been to Italy or had any previous experience of learning the language

## Recommendations

- Local Authorities should provide teacher training in the relationship between CLIL and CT as both are key in Scottish education (see 1+2 Policy & Languages for Life and Work)
- Teachers should seek to explore and carry out action-based research to further inform their professional practice and provide more robust investigation into CLIL pedagogy