

# Session 3 plan:

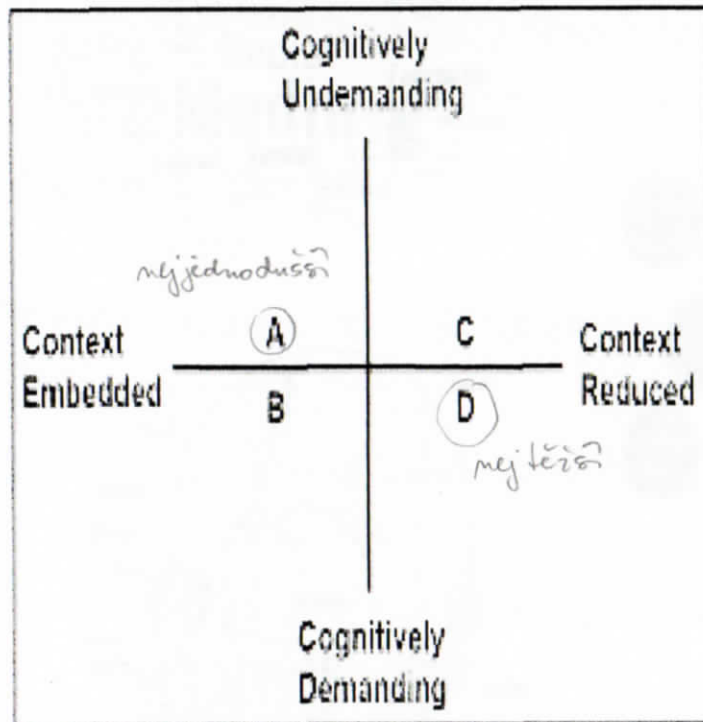
- Visual Organisers
- Translation vs CLIL
- CLIL vs EFL
- Teacher Issues
- Bad CLIL
- Weak & Strong CLIL

Context-embedded = visual/oral  
cues to help comprehension  
(e.g. Face-to-face talk vs talk on  
phone)



# Measuring difficulty

How difficult are the materials?



extra supporting information that help to understand  
Context-embedded = visual/oral  
<sup>prompts</sup> cues to help comprehension *diagram, ...*  
(e.g: Face-to-face talk vs talk on phone)



# Translation in CLIL

- Translation of existing materials?
- From strong to weak students?
- Translation of key vocabulary?



# Translation vs CLIL

CLIL is not translated L1 – why not?

- Content and language goals are present
- Language goals need specific targeting
- Content and language goals depend on communication
- The reason for combining content and language goals relates to development goals that differ from previous pedagogical goals

# CLIL vs EFL

## In Clil lessons, students ...

- are involved in 'active discovery'
- do practical 'hands on' learning
- develop a range of thinking skills
- spend lots of time on task
- use L1 when necessary
- learn from one another
- practise academic skills
- evaluate what they have learnt
- follow a topic syllabus
- deal with language <sup>above</sup> beyond their level

## In EFL lessons, students ...

- . only sometimes
- . sometimes
- . not often, only 1-3
- . not often
- . rarely
- . the same
- . depends on the level, sometimes
- . sometimes
- . no
- . no

# CLIL vs EFL

CLIL is not English as a foreign language (EFL)

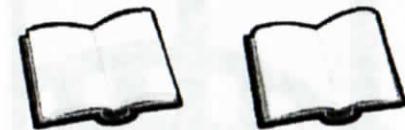
Why not?

- EFL has a grammar syllabus and functional with grammatical progression *x CLIL has a content syllabus*
- EFL is marked for accuracy and fluency, not content *x CLIL is marked for content*
- Content topics involve <sup>topical</sup> technical language EFL avoids *(not general language)*
- EFL links primarily to the cultures of English-speaking countries
- EFL rarely has a specific focus on cognitive development *(only 1-3 in taxonomy)*

# CLIL in EFL books

- CLIL topic <sup>in EFL books</sup> rarely corresponds to L1 curriculum (so difficult to implement in mixed national group)
- Topic contents are quite 'trivial' for adults, more suited to primary level
- Culture = general knowledge about UK/US
- Not cognitively engaging, LOTS not HOTS
- Typically reading text with comprehension questions only
- Visuals = decoration
- Each lesson a one-off, no progression or cohesion
- '... students with a low level of English are <sup>considered</sup> treated as students with low cognitive abilities'

Banegas, D.L. 2013. An investigation into CLIL-related sections of EFL coursebooks  
Bilingual Education and Bilingualism





# Video

- CLIL extract:

<https://www.youtube.com/watch?v=XcjeElaKmf8>

1, Who is Tim Headon?

a specialist in CLIL, works for OUP

2, What are the differences between strong & weak

focus on the content  
strength in subject

of cross-curricular  
elements  
inclusion in ELT books  
(general)

(soft)

CLIL in his opinion?

explore the topic theme, vocabulary encourage the students to explore, read sections of the unit  
language is not the main focus

3, What advice does he give teachers?

4 Where can you go for more info?

! his blog on OUP ELT blog (two blog posts)



# Bad CLIL

- Poor practice
  - Poor English levels
  - Poor methodology
  - Lack of awareness of methods
  - Poor awareness of use of L1
  - Stakeholders not involved/  
Partners (management, teachers, students) abdicate responsibility
  - Not supported
- Poorly funded
  - Unrealistic expectations
  - Transfer of bad practice into a new context?

Too much flexibility, too little direction, too few materials?

Research dominated by linguists, not enough content teachers

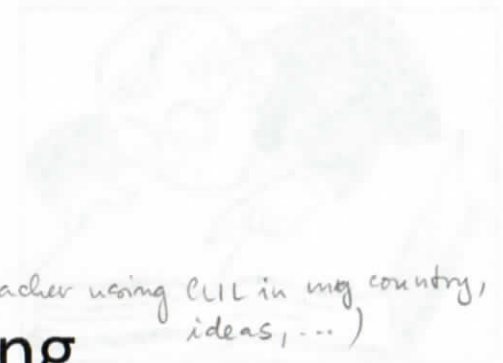
Assessment  
*hmmmm...*



# Teacher issues

= 7 key challenges facing teachers when they want to prepare CLIL lessons

- Willingness to improve language skills and methodological competence
- Additional <sup>extra-work</sup> workload
- Preparation time
- Need for pre- and in-service training (it should be instant - meet other teacher using CLIL in my country, share ideas, ...)
- Lack of materials
- Insufficient support from colleagues not enough
- Assessment



# Review of Day Three

- 1 What are Visual Organisers & how can they be used effectively in CLIL? Give examples.
- 2 What are the issues with regards to Translation and CLIL?
- 3 In what ways is CLIL different to EFL?
- 4 What are the problems to overcome with CLIL in most EFL course books?
- 5 What is the difference between weak & strong CLIL?
- 6 What are the characteristics of Bad CLIL?
7. What are the 7 key challenges facing teachers when they want to prepare CLIL lessons?