

Today's plan

- An introduction to CLIL: Background & Key Principles
- The differences between CLIL and ELT

CLIL

Today's plan

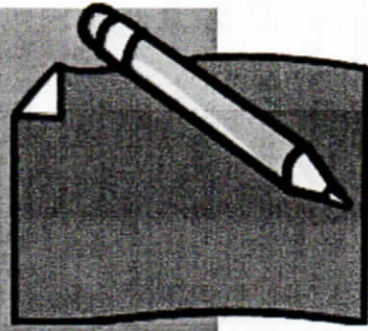
- An introduction to CLIL: Background & Key Principles
- The differences between CLIL and ELT



knowledge want to learn
know

KWL chart

What I know ...	What I want to know ?	
<ul style="list-style-type: none">- CLIL - using foreign language in content subjects- cooperation of teachers	<ul style="list-style-type: none">How to use it in our lessonscombine subjectsHow to use the subjectsHow to spread it to the other teachers?How to ^{introduce} present it in the curriculum?Activities, methods which I can use in my CLIL lessons	



Video

- CLIL extract:

<https://www.youtube.com/watch?v=uIRZWn7-x2Y>

Content Language Integrated Learning

What does CLIL Stand for?

it includes several ways of teaching in which content is learnt using a foreign language
an umbrella term
Is it a specific term?

Europe mid 1990's
Where & when did it begin?

What two theories is it based on?

LAD - Language Acquisition Device (Krashen)

Vygotsky's Zone of Proximal Development
Krashen's Language Acquisition Model - learning language through doing
what I can do with help?

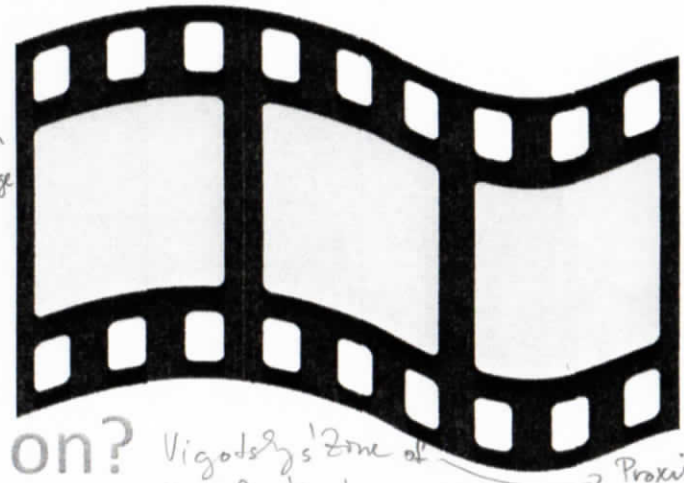
Are there any differences between CLIL & ELT or

key concepts?

ELT: immersion
1. language (vie se nám jazyk)
2. content (méně obsah)

CLIL
1. content (nezaléhá až tolik na výslovnosti gramatiky → obsah je přednější)
2. language

Key concepts in CLIL: scaffolding, Bloom Taxonomy (critical thinking)
↓
supporting structure



CLIL is ...

“an umbrella term” - dual-focused (two subjects: content + L2)

“... the most recent developmental stage of the communicative language teaching approach”

“the ultimate ^{/ultimate/ - most important} communicative methodology”

“a fusion where the best language education joins ...the best of general education”

“a joint venture that involves two partners”

= a fusion

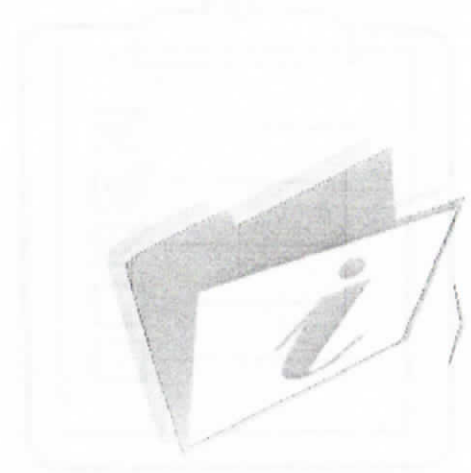
content + language subject
subject

CLIL is ...

“... A dual-focused, learning and teaching approach in which a non-language subject is taught through a foreign language, with the dual focus being on acquiring subject knowledge and competences as well as competences in the foreign language.”

4. a quality learning experience

Georgiou, S. 2012. Reviewing the puzzle of CLIL. ELT Journal 66/4



Arguments in favour of CLIL

CLIL is

- 1 content driven
- 2 a methodological fusion between language learning and content methodology (e.g. scientific experiments and report writing for science, field trips for geography)
- 3 learner-centred
- 4 a quality learning experience

discovering (visiting museums in history, art gallery in art)

*students learn from doing
less TTT, maximum of STT
něitel zadd'utbol a radi, max. práce odvedon z'ca*



Arguments in ^{= for} favour of CLIL

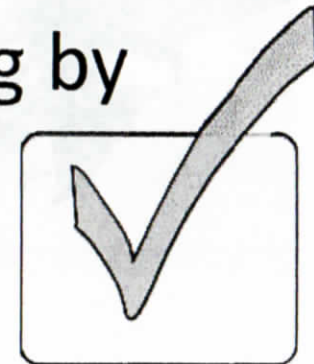
- 1 creates conditions for naturalistic language learning
- 2 provides a ^{reason} purpose for classroom language use
- 3 has positive effect on language learning through focus on meaning rather than ^(grammar) form
- 4 drastically ^{manifests} increases ^{content} exposure to the target language



Dalton-Puffer, C. 2007. Discourse in CLIL Classrooms. New York: Benjamins

CLIL also ...

- encourages cross-fertilisation
- breaks down departmental barriers through need for dialogue on principles and pedagogy
- contributes to the overhaul of language teaching and teaching in general
- motivates teachers to reflect and change
- 'learning by construction, not learning by instruction'

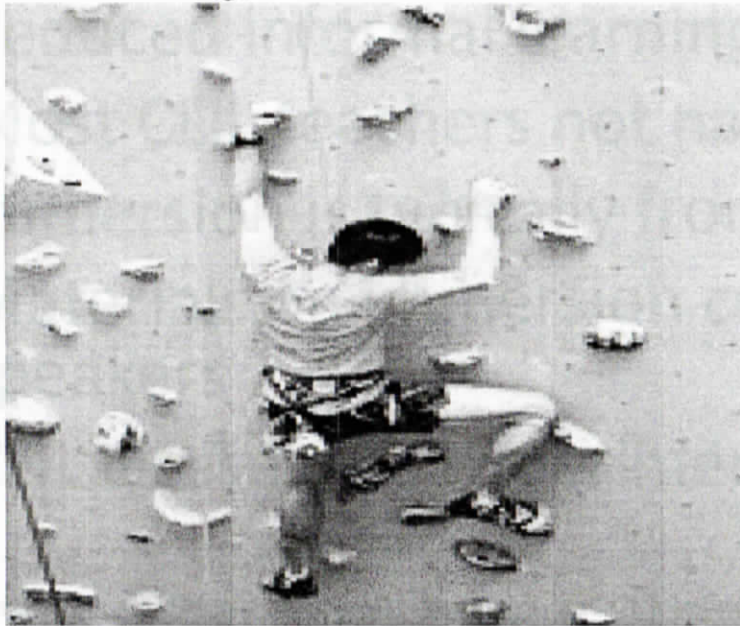


CLIL isn't ...

translation
Teaching English by another name

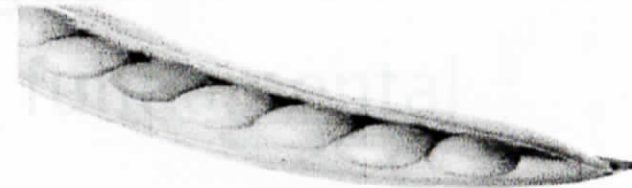
Practising
Rehearsing language for later use

abstract things (not concrete)
Practising for real world situations



CLIL differs from immersion...

- L2 not spoken locally
- Language of ^{instruction} is foreign
- Students only have contact with the FL in formal ^{foreign language} instruction
- Reduced informal learning opportunities socially etc
- Most CLIL teachers not native speakers
- Immersion is typically from young age
- Materials on immersion courses can be aimed at native speakers
- CLIL classes are experimental



5 principles of CLIL/Immersion

- 1 Final objective = students proficient in L1 and L2 without detriment to content knowledge *taking away (damaging)*
- 2 The language taught is new to the students so learning resembles L1 acquisition process *is similar*
- 3 Parents choose the programme because they believe it is the best L2 learning option
- 4 Teaching staff must be bilingual *(high-level of English)*
- 5 Communicative approach is fundamental !

Video

- CLIL classrooms extract

https://www.youtube.com/watch?v=Rlifv_iONh4

- Are the students motivated?
- Activity types?
- Is the language an ^{problem} issue?
- How successful is the focus on content?
- Radical change – or not?

