



CLIL

Intro to the topic

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What do you know about CLIL?

Agree or disagree?

1. CLIL means teaching a whole lesson in a foreign language.
2. The ration of teaching in mother and foreign languages is strictly defined.
3. CLIL lessons replace regular lessons of a foreign language.
4. CLIL means that a teacher of a foreign language teaches topics from other subjects in a foreign language.



5. CLIL lessons should be taught by two teachers: a language teacher and a subject teacher.

6. CLIL should be applied only by a teacher with an excellent proficiency in a foreign language.

7. The only aim of CLIL is to improve foreign language proficiency of learners.

8. If applying CLIL, the school needs to change its documents and teachers their methods of teaching.

Outline

1. CLIL = a type of bilingual education
2. CLIL ↔ ESP, CCT, CBT
3. CLIL at various levels and types of schools
4. Methodological principles
5. CLIL and communicative competence
6. Problems and risks connected with CLIL
7. Sources

CLIL = a type of bilingual education

Monolingualism ↔ **Bilingualism**

(one language proficiency) (proficiency in two languages)

Monolingual education ↔ **Bilingual education**

(dual instruction)

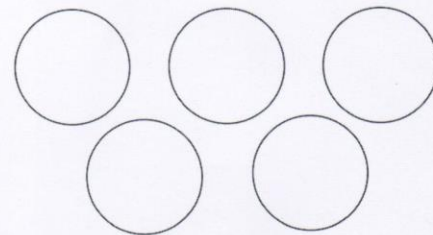
Bilingual Education vs CLIL

- teaching all or some subjects in two languages without paying direct attention to language development (foreign language acquisition, indirect learning).
- In usual bilingual programmes: 100% of teaching time in the FL (the working language).
- In CLIL: **5-50%** of teaching time in the FL.

CROSS-CURRICULUM 6 PROJECT 4

Fractions

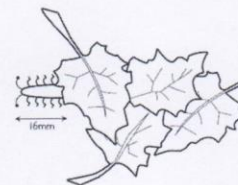
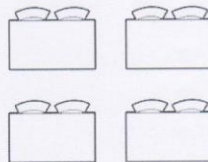
1 Can you divide the circles into two, three, four, six and eight equal parts?



2 Colour in:

- a a half ($\frac{1}{2}$)
- b a third ($\frac{1}{3}$)
- c three quarters ($\frac{3}{4}$)
- d a sixth ($\frac{1}{6}$)
- e three eighths ($\frac{3}{8}$)

3 Can you answer these questions?



- a You can see a quarter of the classroom. How many desks and chairs are in the whole classroom?
- b You can see an eighth of the centipede. How long is the centipede? How many legs has it got?
- c You can see a tenth of the Eiffel Tower. How tall is the Eiffel Tower?

4 Work with a partner. This is a diagram of a meal you have shared. Ask your partner how much of the things he/she has eaten. Colour in the sections in the diagram. How much food is left after you have both eaten?

Example:

A: How much cake have you eaten?

B: I've eaten half the cake.



mushroom pizza



cake



chocolate bar



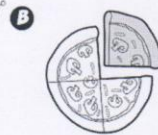
ham and cheese pizza



apple



orange



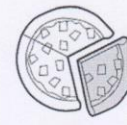
mushroom pizza



cake



chocolate bar



ham and cheese pizza



apple



orange

Model activity 1: Fractions

CLIL ↔ ESP, CCT, CBT

CLIL is very **close to**:

- Teaching English for Specific Purposes (ESP),
- Cross-Curricular FLT,
- and Content-based FLT.

and **in partial opposition to**:

- English for general purposes,
- English as an academic subject.

English for General Purposes

- development of 4 skills, new vocabulary (both active and passive) + grammar knowledge.

ESP

- learning FL for a practical usage in a job, for a real life; still a language-led approach.

Cross-Curricular FLT (Content-Based FLT)

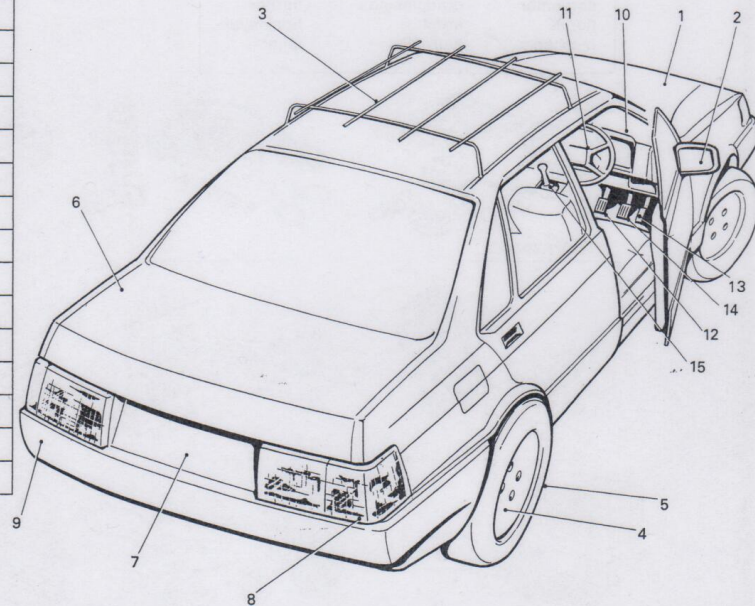
- using content from other subjects of the curriculum in English lessons,
- or teaching parts of other subjects in English.

The Car

A

Name the parts of the car that are numbered in the picture.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	



B

What do you usually find at the back of a car? On a car dashboard? Under a car bonnet?

	At the back	On the dashboard	Under the bonnet
1 battery	_____	_____	_____ ✓
2 rev. counter	_____	_____	_____
3 distributor	_____	_____	_____
4 boot	_____	_____	_____
5 air filter	_____	_____	_____
6 fuel gauge	_____	_____	_____
7 a radio/cassette player	_____	_____	_____
8 brake light	_____	_____	_____
9 exhaust pipe	_____	_____	_____
10 speedometer	_____	_____	_____

Model activity 2: A car components

CLIL

- **teaching subjects** such as math, geography, science, history, or music **through** a foreign language (a working language).
- English is not the end product (a target language), unlike to teaching English as an academic subject).
- English = a medium for learning new knowledge
The focus of the lesson is on **the content**.



Methodological principles 1

- Learners are involved in **contextual tasks** (the new content in the new language).
- Learners use a foreign language in a **meaningful communication** (they don't learn a foreign language just because of the language itself, but the main aim is to learn and say something new in a foreign language).

Methodological principles 2

- Students use a foreign language in **natural communication situations** (they really communicate in a concrete situation, they don't use language in artificially created situations in the class).
- Students concentrate more on the **content** they want to communicate about. It significantly decreases their fear of doing mistakes and their psychological barriers connected with a foreign language weaken.

Methodological principles 3

- Fluency over accuracy, knowledge over presentation skills.
- Pragmatics of communication – “*Learn what you need*”.
- CLIL asks for the involvement of **different styles of learning** (not only verbal).
- Learners do not only communicate in a foreign language, they **THINK** in it!

Methodological principles 4

- Comprehensible input in L2 is crucial (both listening and reading)
- Grammar is learnt implicitly (induction of grammar rules).
- Grammar mistakes and errors do not need to be corrected directly.
- Grammatical structures and cultural background of the language are of secondary importance.

CLIL at various types of schools

- **very young learners:** no CLIL;
- **young learners:** very popular;
- **lower secondary education:** very popular;
- **higher secondary education (secondary schools):**
 - grammar schools: very popular;
 - secondary vocational schools: very rare;
 - training schools: no CLIL;
- **universities:** CLIL is practically compulsory.

Primary CLIL

Bugs

Date: _____
 What's the weather like today? It's _____



Pet snails

Temperature

Hot

Warm

Cold

You will need:

An aquarium with a lid with holes in it.	Soil	Plants
	Lettuce	A few snails

Investigation 1

How does your snail travel?



It travels in a straight line



It zig-zags



Investigation 2

How fast does your snail travel?



_____ cm in _____ minutes



Investigation 3

What kind of WEATHER do snails prefer?

Rainy



Sunny



Snowy



Investigation 4

What does a snail like to eat?

Hamburgers



Pizza



Lettuce

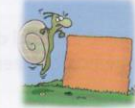


Investigation 5

What does a snail do when it finds an OBSTACLE?



It jumps over the



It eats the obstacle



It climbs over the obstacle



Lower secondary CLIL

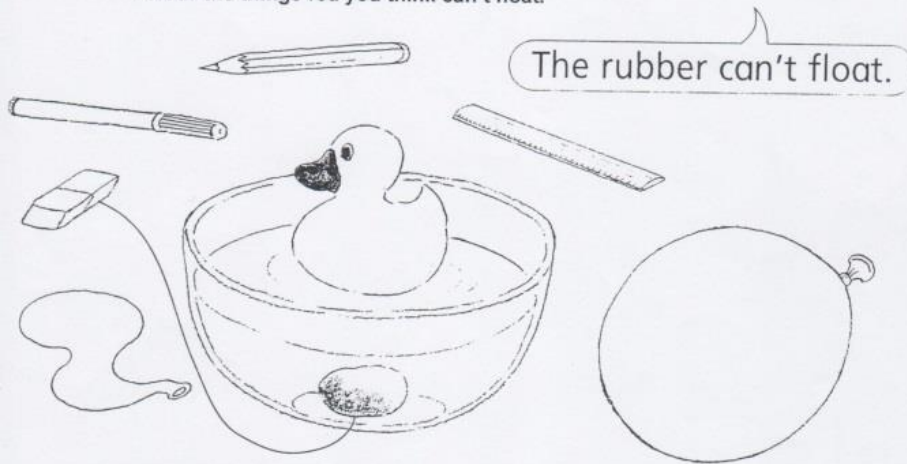
3a Sinking and floating

1 Work in pairs or groups. Collect as many things as you can. Draw a picture or write the word in the chart.

Material:

Plastic	Wood	Metal	Ceramic	Paper	Cloth

2 Think! Can they float? Colour the things yellow you think can float. Colour the things red you think can't float.



3 Look at your things. Guess

Name/picture Material	Float?	Sink?	Yes	No

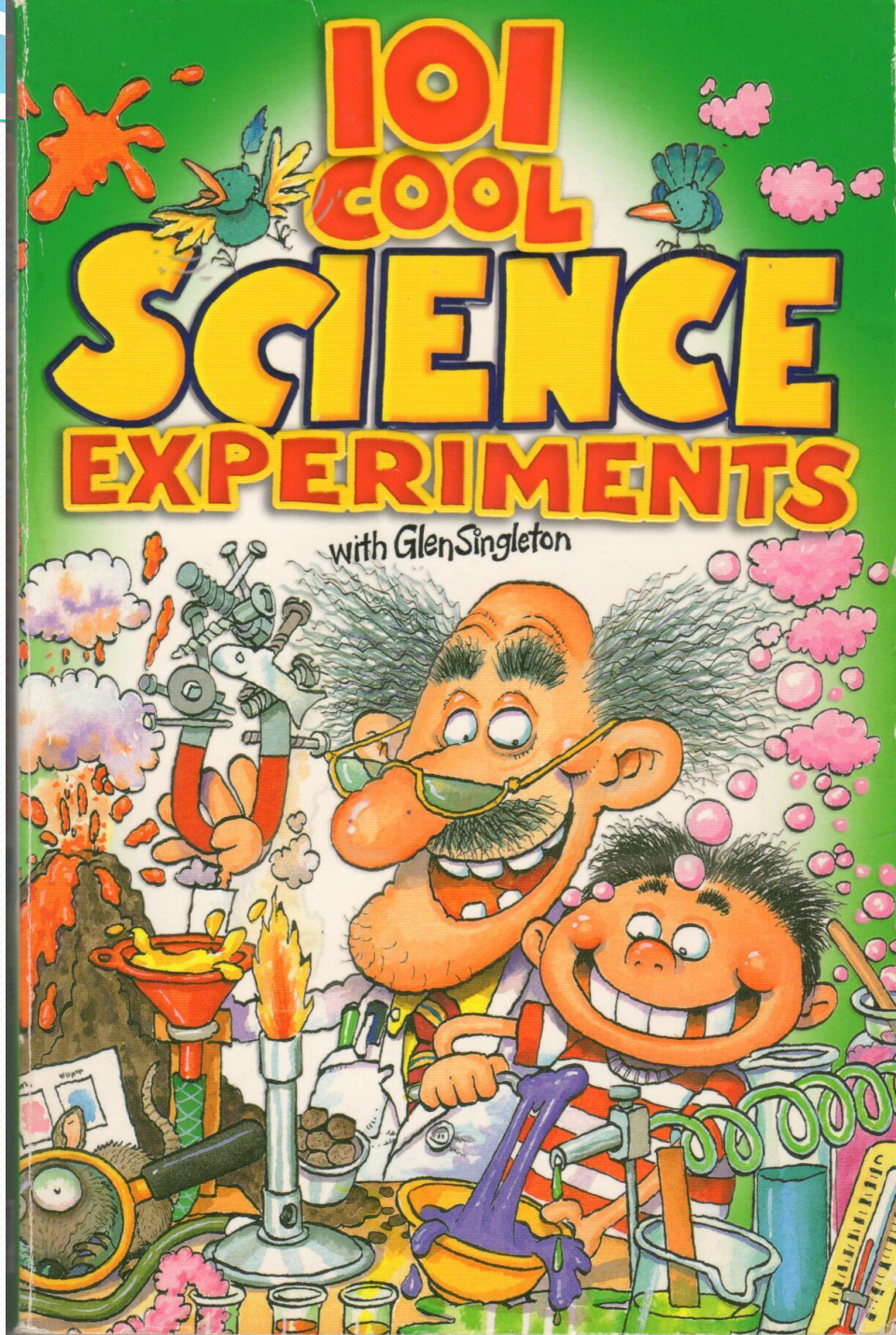
4 Try again. Time the things that sink. What sinks fastest? What sinks slowest?

Name/picture/material	Time	Sequence

Higher econdary
CLIL

Topic: Temperature
and molecule
movement

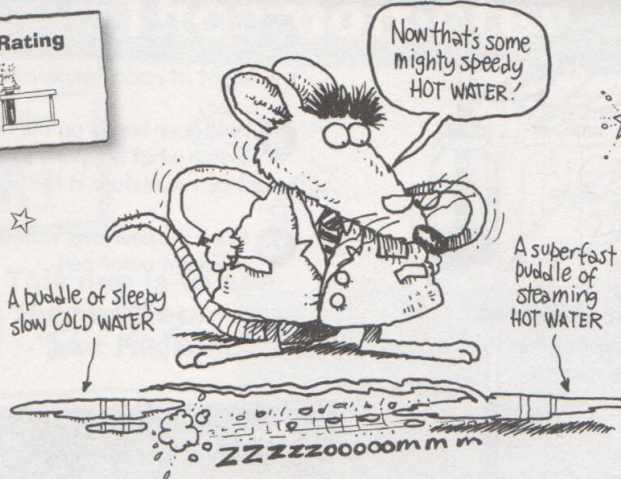
English level: A2.2/B1.1



36

The Drip

Rat's Rating



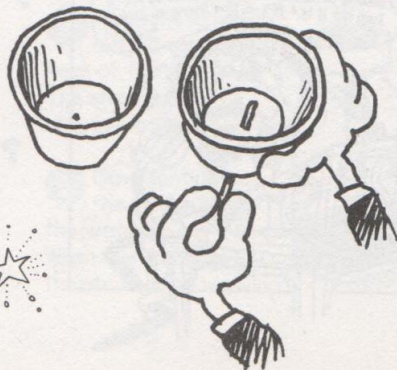
Which runs faster, hot or cold water?
Hot runs faster because you can't catch a hot, but you can catch a cold!

You will need:

- paper cups, pins, small drinking glass, water, ice-cubes

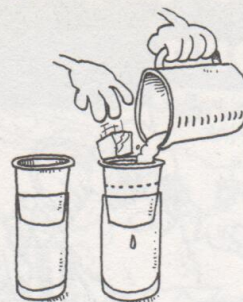
What to do in this temperature experiment

1 In the middle of the bottom of 2 paper cups make a tiny pinhole. Make sure they are the same size.

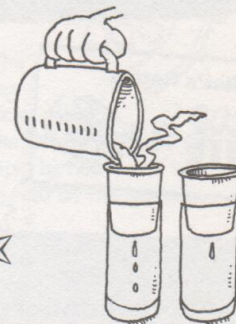


2 Stand the paper cups on top of the glasses.

3 Pour very cold water into 1 glass until it's 1/2 full.



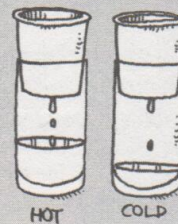
5 Pour hot water into the other glass until it is also 1/2 full. Watch as water drips from the paper cups into the glasses. Do you see any differences?



4 Add a few ice-cubes to make sure it is really cold.

What Happens

If the holes are the same size, you'll see that the hot water leaks faster than the cold water. If the cold water is cold enough it may not leak at all.



Why

- Molecules exist although we can't see them.
- The molecules in hot water move faster than in cold water.
- The faster they move, the easier it is for them to slip past each other. That is why hot water is more likely to leak than cold.

Fun Fact

You can see molecules with the help of food coloring. Get 2 drinking glasses that are exactly the same. Put 1/2 a cup of water in each of them. One glass should have cold tap water and the other hot tap water. Put 2 drops of food coloring in each glass. Time how long it takes for each of the colors to spread in the water. Molecules make the colors spread.



Mini Quiz

What do molecules look like?

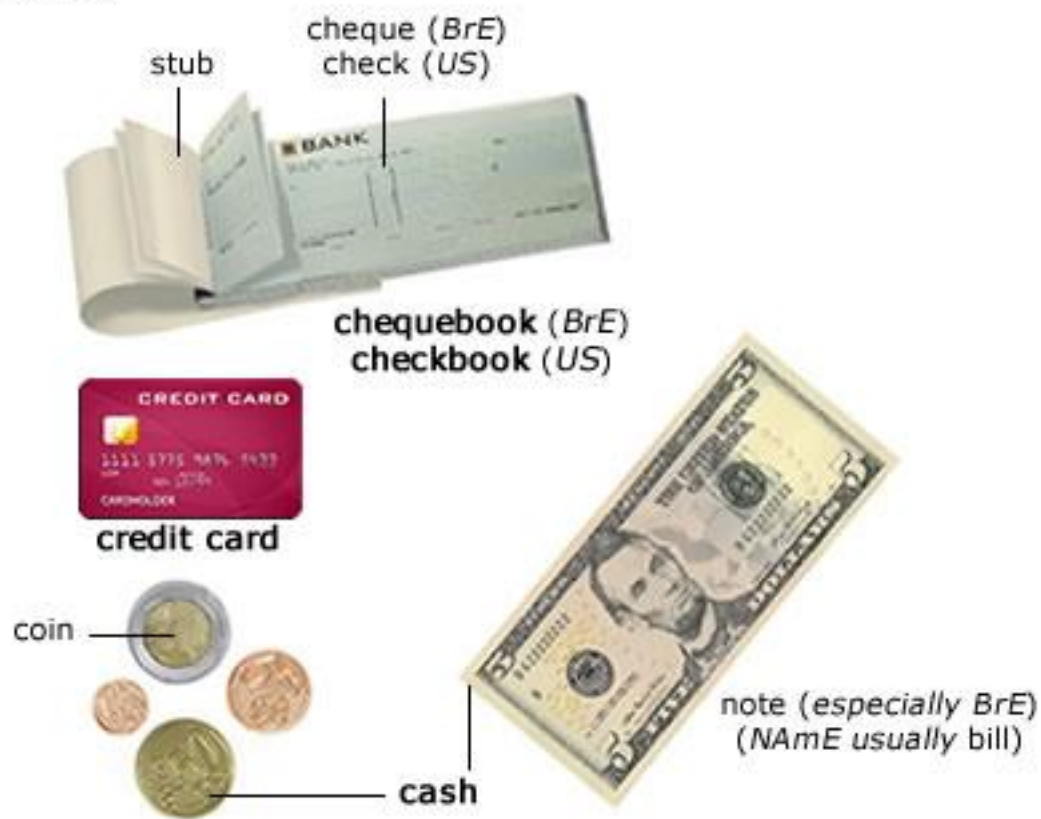
Mini Answer

Molecules are so small that it is almost impossible to see them, even with a powerful microscope. But scientists know how to make models of molecules. The models help scientists study how molecules interact.

Secondary vocational CLIL

- <http://oald8.oxfordlearnersdictionaries.com/dictionary/money>

money



CLIL and communicative competence

- Listening – a vital input activity;
- Speaking – fluency;
- Reading – usually a primary source of input;
- Writing – fixation;
- Vocabulary – specific terminology;
- Grammar – inductively, always in context.

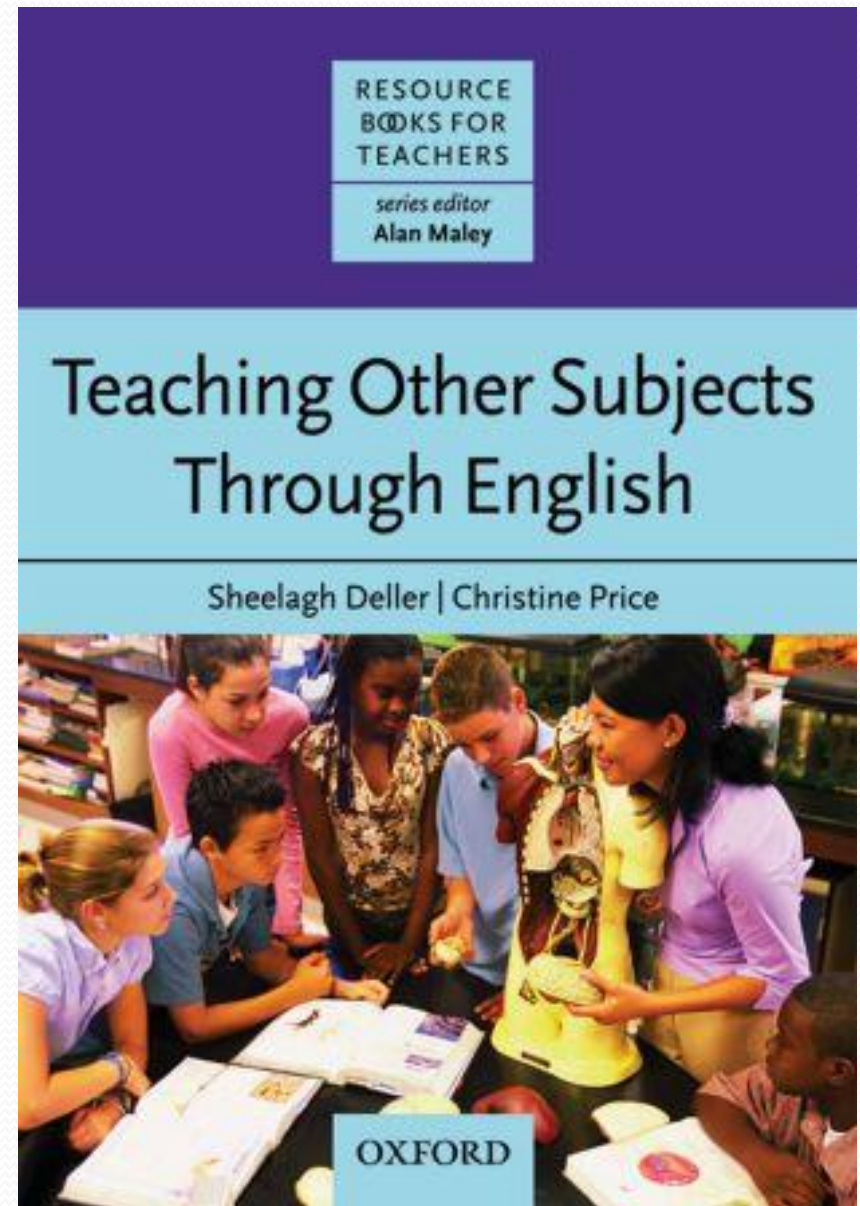
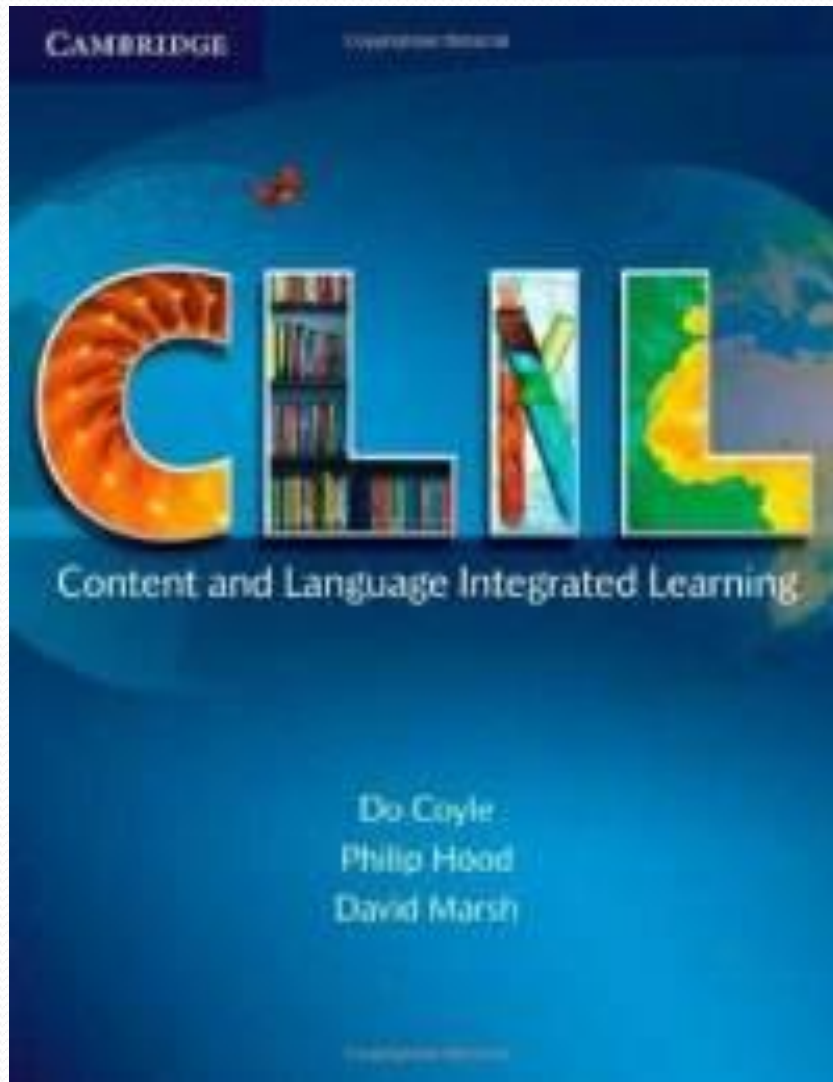
Problems and risks connected with CLIL

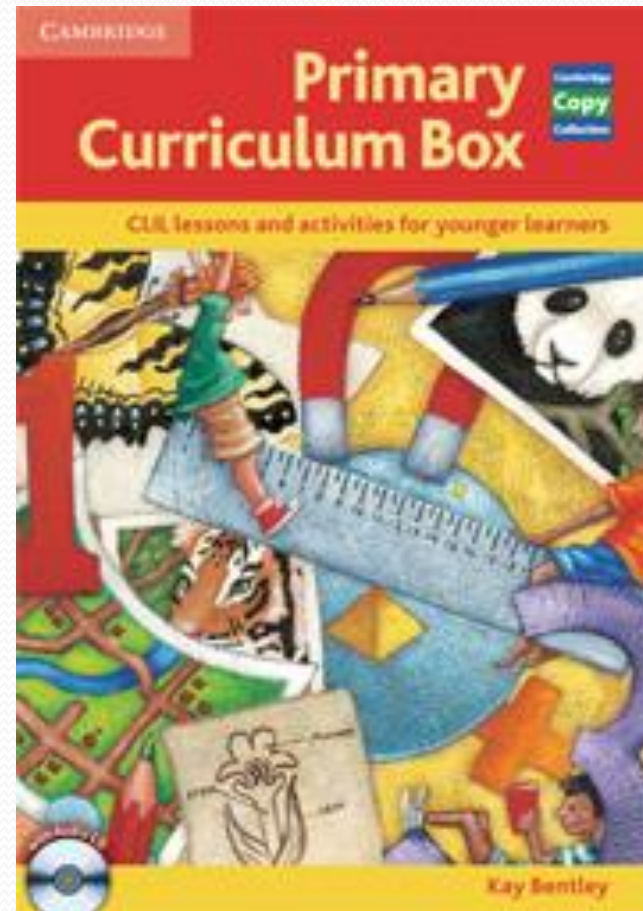
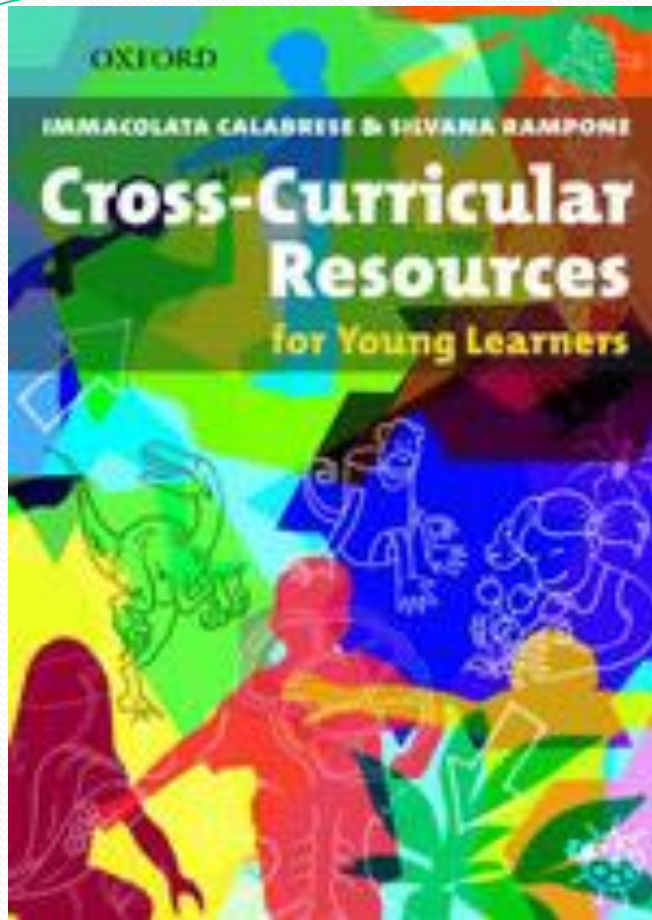
CLIL is challenging for the teacher's preparation:

- searching for materials,
 - adapting authentic materials for their classes,
 - striking a balance between L1 and FL,
 - organizing lesson activities.
-
- **Other problems:**
 - language proficiency of teachers of content subjects,
 - cooperation between teachers is necessary.

Useful sources

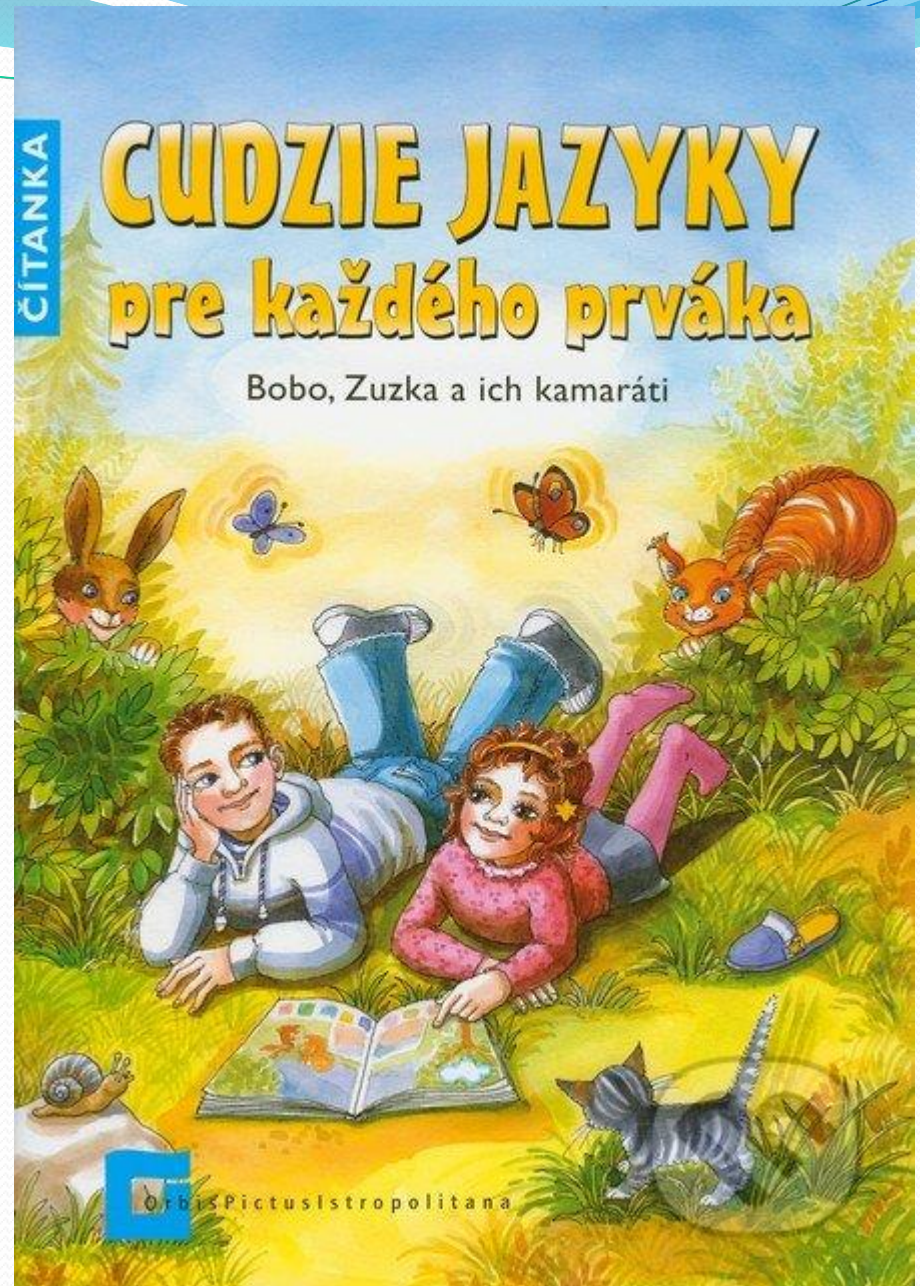
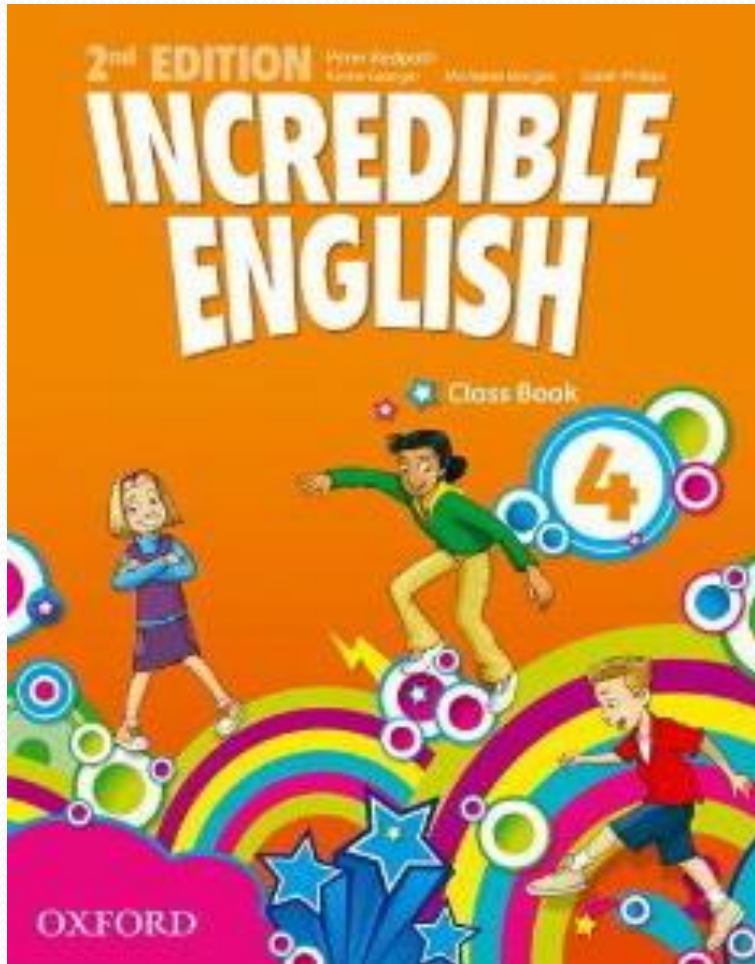
- Pokrivčáková, S. et al. (2015). *CLIL in Foreign Language Education: e-textbook for foreign language teachers*. Nitra: Constantine the Philosopher University. 282 s. ISBN 978-80-558-0889-5
- <http://www.klis.pf.ukf.sk/publikacie/266-clil-in-foreign-language-education>



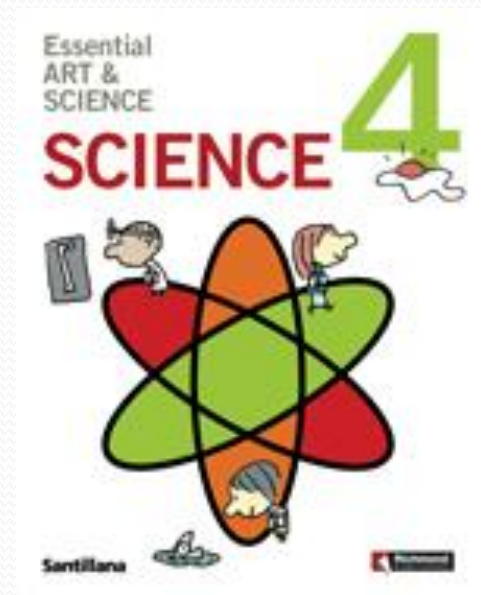
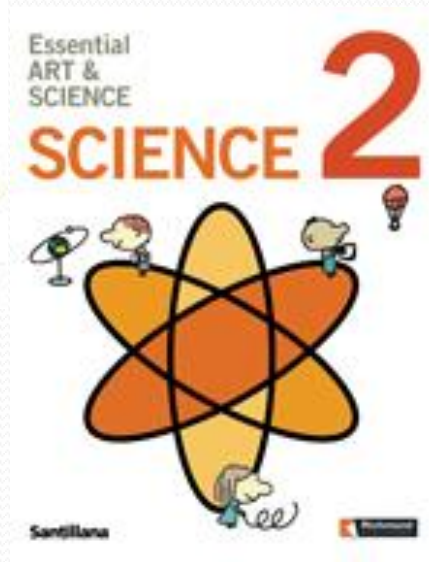


art and drama, literacy, maths,
science and environment

Coursebooks



Essential Art and Science 1-6



Essential Geography and History 1 - 6

