

AN INTRODUCTION TO CLIL

Robin Walker

Trinity Trainer, Spain

www.englishglobalcom.com

Course contents

1. CLIL & bilingual schooling in Spain.
Global English: implications for CLIL classes.
2. Second language learning: truths and myths.
Dealing with learner error.
3. Planning lessons for the CLIL classroom.
Learning and teaching vocabulary for CLIL.
4. Scaffolding content learning. Supporting language learning. Teacher talk for CLIL.
5. Self-directed work.

Session 1

CLIL and *bilingüe* in Spain

1. What's what in CLIL
2. CLIL goals
3. For and against CLIL
4. Global English

1. What's what in CLIL

Name of approach	Description	Similarity	Potential	CLIL
1) Camps				
2) Double				
3) Family				
4) Projects				
5) Showers				
6) Total				
7) Our own school		N/A	Excellent	

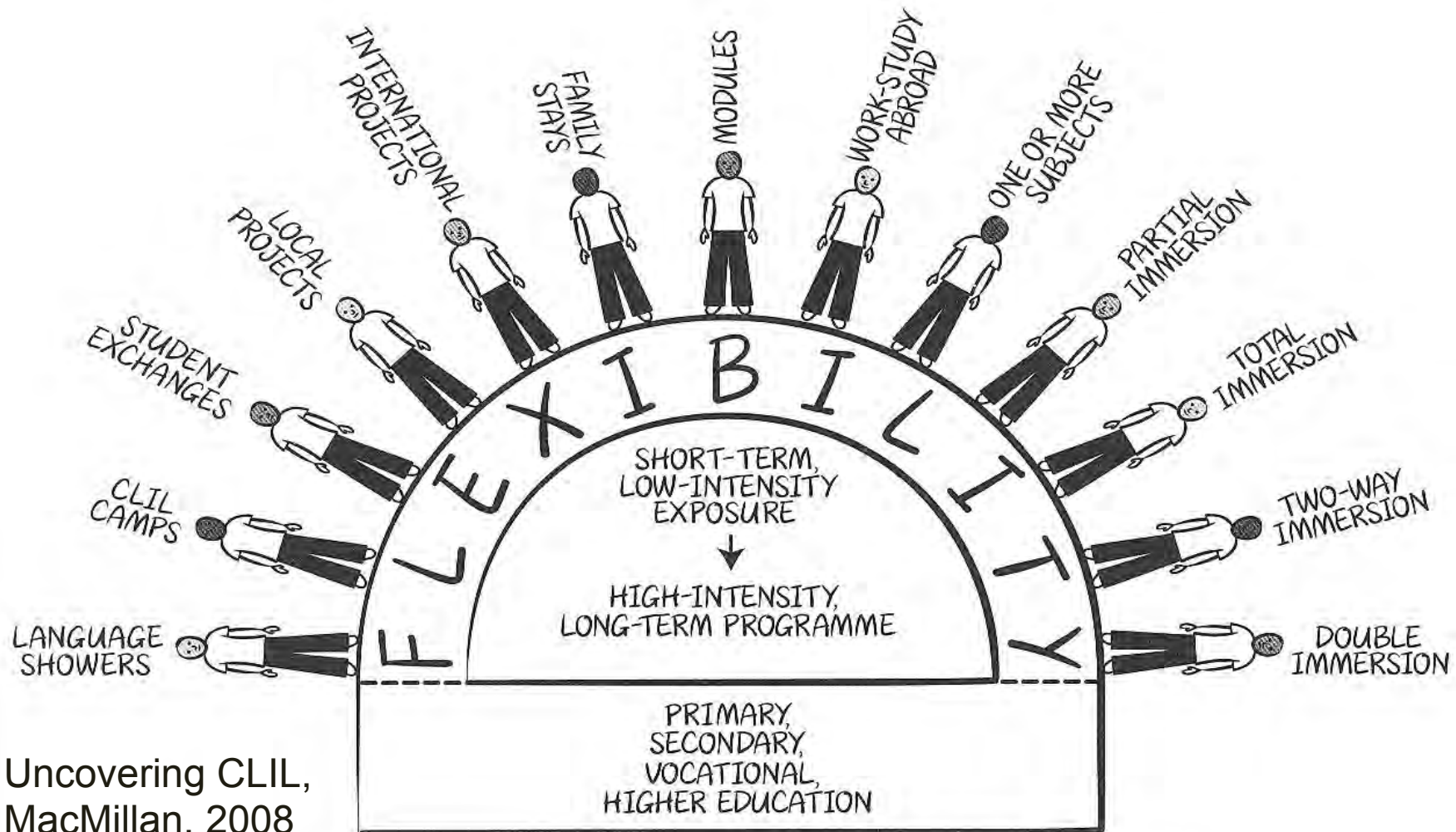
1. What's what in CLIL

- match the description to the name in the table
- which description is closest to what you do/are hoping to do in your school/teaching centre?
- what potential / applicability do you see in each description for your own situation?
- which of the descriptions represent true examples of CLIL

1. What's what in CLIL

Name of approach	Description	Similarity	Potential	CLIL
1) Camps	d) Groups of 15 to 60			Yes
2) Double	b) These programmes			Yes
3) Family	f) With this approach			Yes
4) Projects	c) This approach aims			Yes
5) Showers	a) This approach is ...			Yes
6) Total	e) Unlike a traditional			Yes
7) Our own school	g) ?	N/A	Excellent	Yes

THE MANY FACES OF CLIL



Uncovering CLIL,
MacMillan, 2008

1. What's what in CLIL

CLIL is NOT about:

- Teaching what students already know but in a different language (i.e. English)
- The 'dumbing down' of subject content
- Favouring languages at the expense of the non-language subject

Do Coyle, Nottingham University
(in *Uncovering CLIL*)

1. What's what in CLIL

CLIL is NOT about:

- Elitist and therefore only for more able students
- Buying in foreign native-speaker teachers
- Aiming at making students bilingual
- Trendy or new - it's been around a long time

Do Coyle, Nottingham University
(in *Uncovering CLIL*)

2. CLIL goals

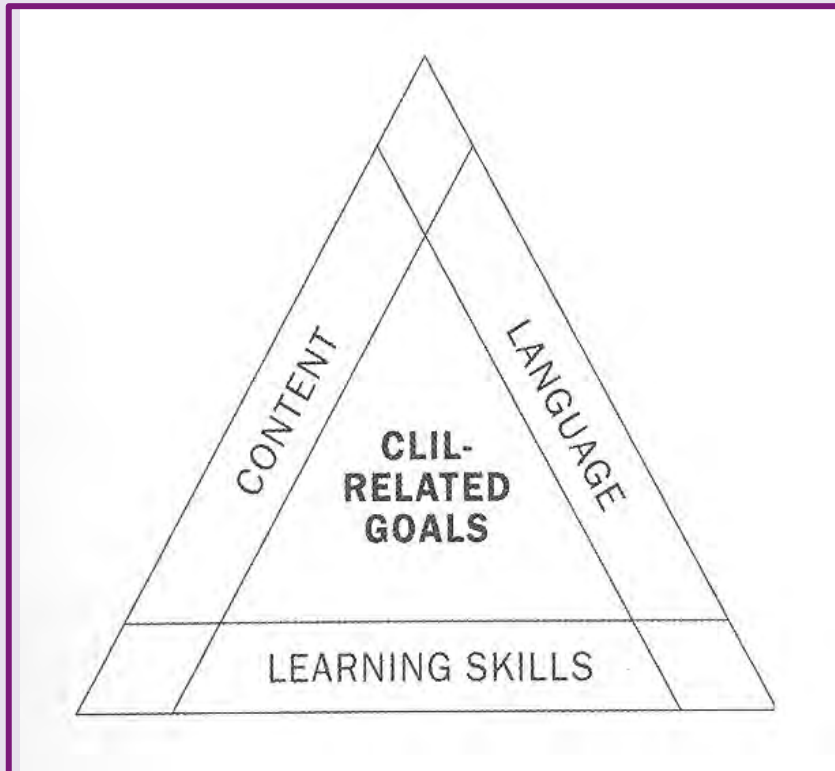
What are the main goals of CLIL?

Nina: *It really depends on the goal of each programme. Is the goal bilingualism? Is the goal increased confidence/knowledge in L2?*

Angela: *In the case of Spain, I firmly believe that the government's intention is to improve our students competence in the foreign language. However, each school should define these goals.*

Robin *Improve English proficiency avoiding a grammar-driven approach. Respond to mixed-ability groups. Improve learner autonomy & TL cultural awareness*

2. CLIL goals



Uncovering CLIL,
MacMillan, 2008

1. Appropriate levels of academic achievement
= CONTENT
2. Appropriate levels of proficiency in four skills
= LANGUAGE
3. Appreciation of cultures associated with TL & L1
= *not on diagram*
4. Cognitive & social skills for success in a changing world
= LEARNING SKILLS

3. For and against CLIL

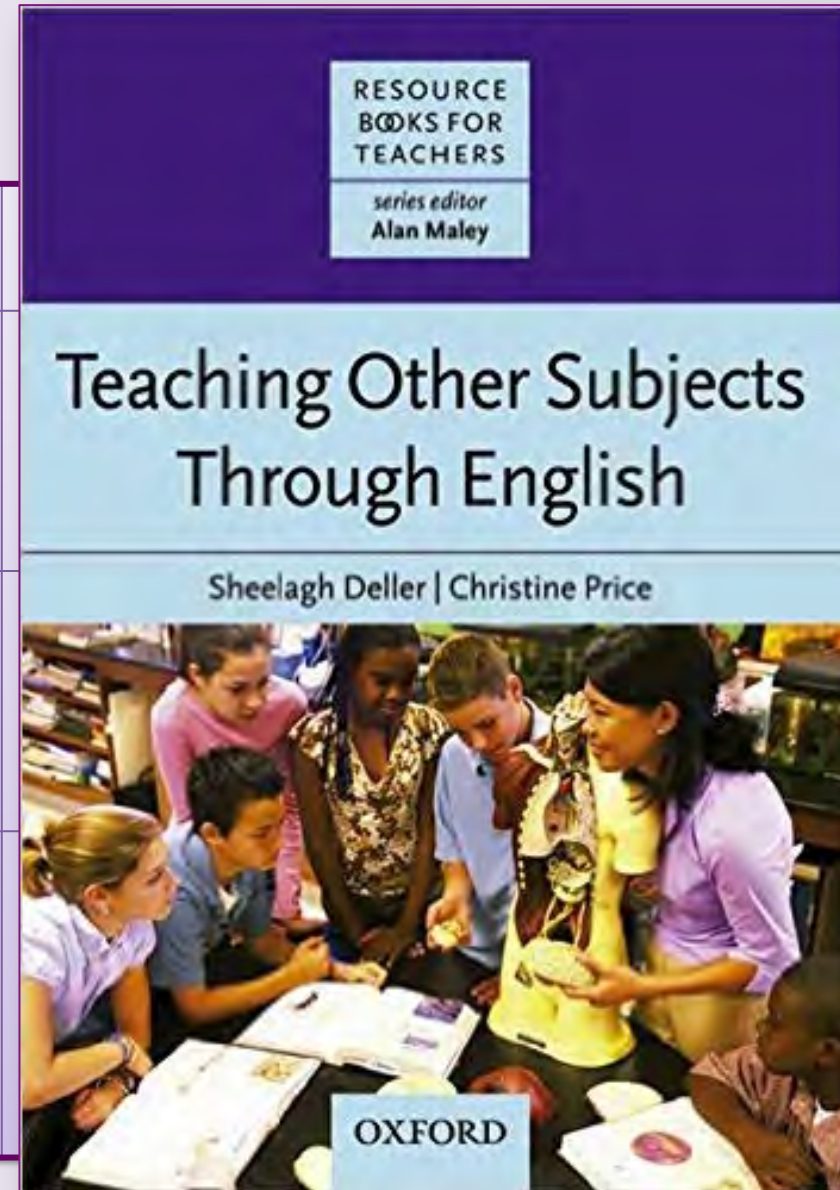
	Benefits	Problems
1		
2		
3		

3. For ...

	Angela	Nina
1	The methodological change: more active and experimental sessions	It appeals to different types of learners/intelligences
2	Attention to diversity & catering for different learning styles	Increased exposure to the L2 without adding hours to to the school day
3	Correctly done, it motivates children as everyone gets what they need	Students respond well (when CLIL is done well). Happy students = more learning

3. For ...

	Dellar & Price
1	Can develop foreign language ability better than conventional ELT
2	The content is ready made & more engaging
3	Draws on more of each child's different intelligences (ELT = linguistic intelligence)



3. For ...

	Dellar & Price	Secret student
1	Can develop foreign language ability better than conventional ELT	Se nota mucho que el nivel de inglés sube mucho
2	The content is ready made & more engaging	Se aprende mucho más gramática y vocabulario que en no-bilingüe
3	Draws on more of each child's different intelligences (ELT = linguistic intelligence)	He mejorado mucho a la hora de escribir como a la hora de leer una redacción

3. For ...

- Raises linguistic competence and confidence
- Raises teacher and learner expectations
- Motivates and encourages independence
- Improves L1 literacy
- Encourages linguistic spontaneity
- Develops thinking skills
- Increases vocabulary learning skills

Do Coyle, Nottingham University

3. ... and against

	Angela	Nina
1	Lack of adequate teacher training	Lack of training
2	Really scarce funding so there isn't enough money to buy resources	Lack of resources
3	Lack of specific times in teachers' timetables for planning, coordinating, meeting ...	Lack of time to plan and coordinate in most schools

3. ... and against

	Dellar & Price	Secret student
1	It's so difficult for me to explain in English	Tener que sacrificar la nota de inglés y de ciencias
2	My students don't like listening to English	La hora extra de inglés es una pérdida de tiempo
3	My students find it hard to read in English	El cuadernillo de verano es una completa tontería
4	I have to write most of my own materials	

Course contents

1. CLIL & bilingual schooling in Spain.
Global English: implications for CLIL classes.
2. Second language learning: truths and myths.
Dealing with learner error.
3. Planning lessons for the CLIL classroom.
Learning and teaching vocabulary for CLIL.
4. Scaffolding content learning. Supporting language learning. Teacher talk for CLIL.
5. Self-directed work.

CLIL and bilingual schooling in Spain

Robin Walker

www.englishglobal.com.com
robin@englishglobal.com.com