

Integrating English Work with Other Subjects (CLIL)

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2011.10.19

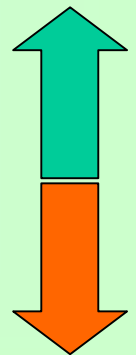
Sources of information on CLIL in this PPT are
from Bell Educational Trust, Cambridge, U.K.

What is CLIL?

CLIL stands for Content and Language Integrated Learning.

'A foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role'

Marsh 2002



CLIL

Focus
On
Subject

Bilingual
Education

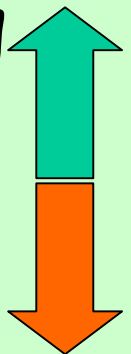


CLIL

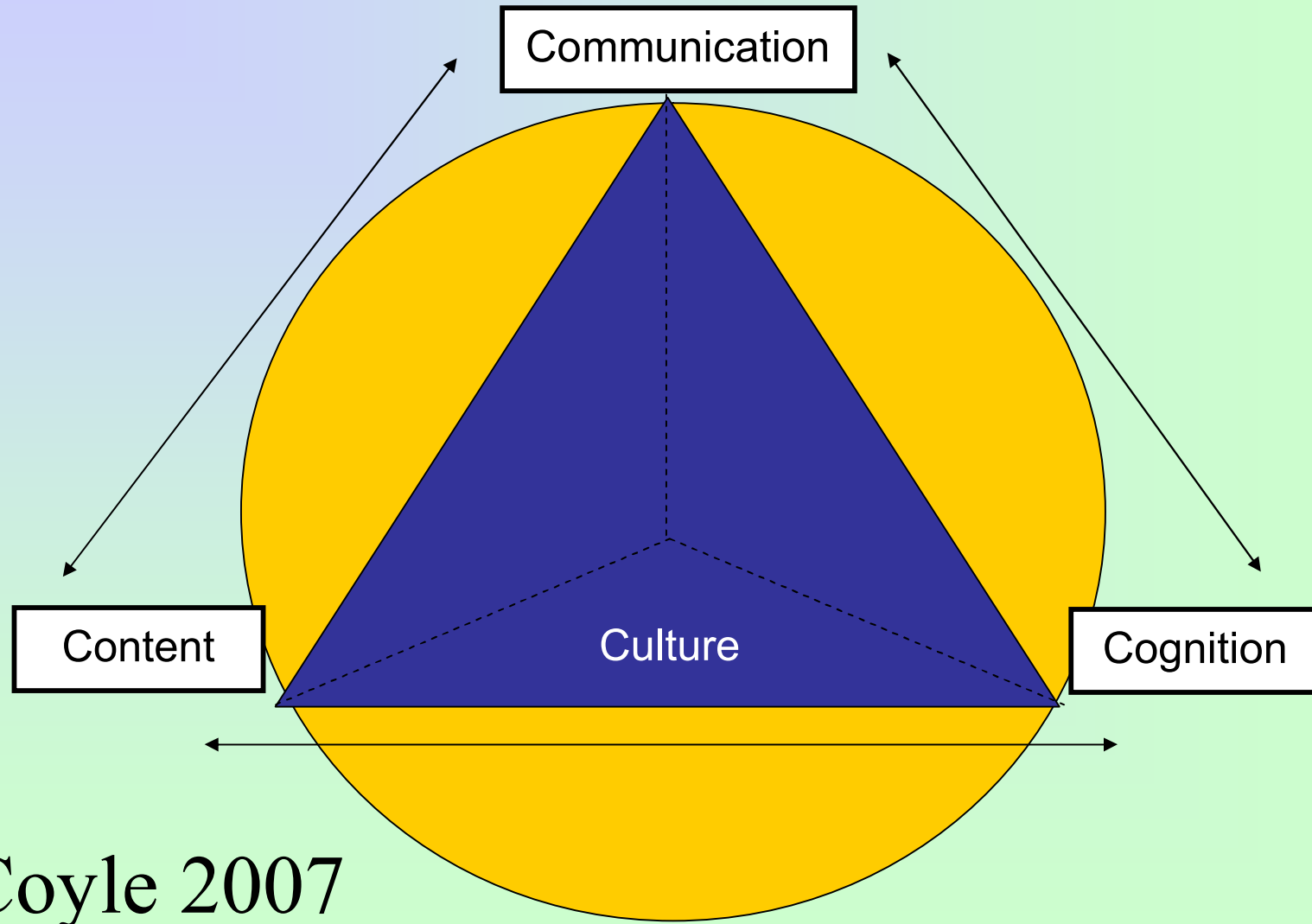


Focus
On
Language

Language
Teaching



The 4Cs Framework



Coyle 2007

Aims

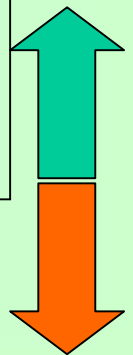
CLIL

Competence in 4 C's:

- **Cognition** (thinking skills)
- Community / Culture
- Content
- Communication

EFL

Proficiency in L2



Syllabus

CLIL

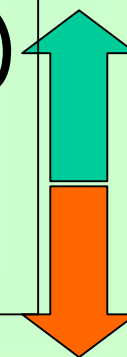
as per content subject e.g.

- * geography,
- * maths,
- * history,
- * science,
- * biology, etc.

4Cs

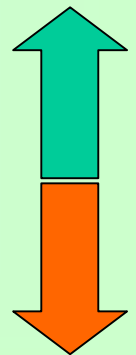
EFL

- language skills
- structural and functional areas of language
- vocabulary
- tasks
- (learning to learn)

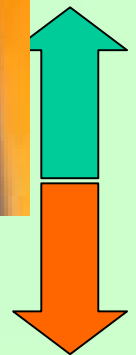
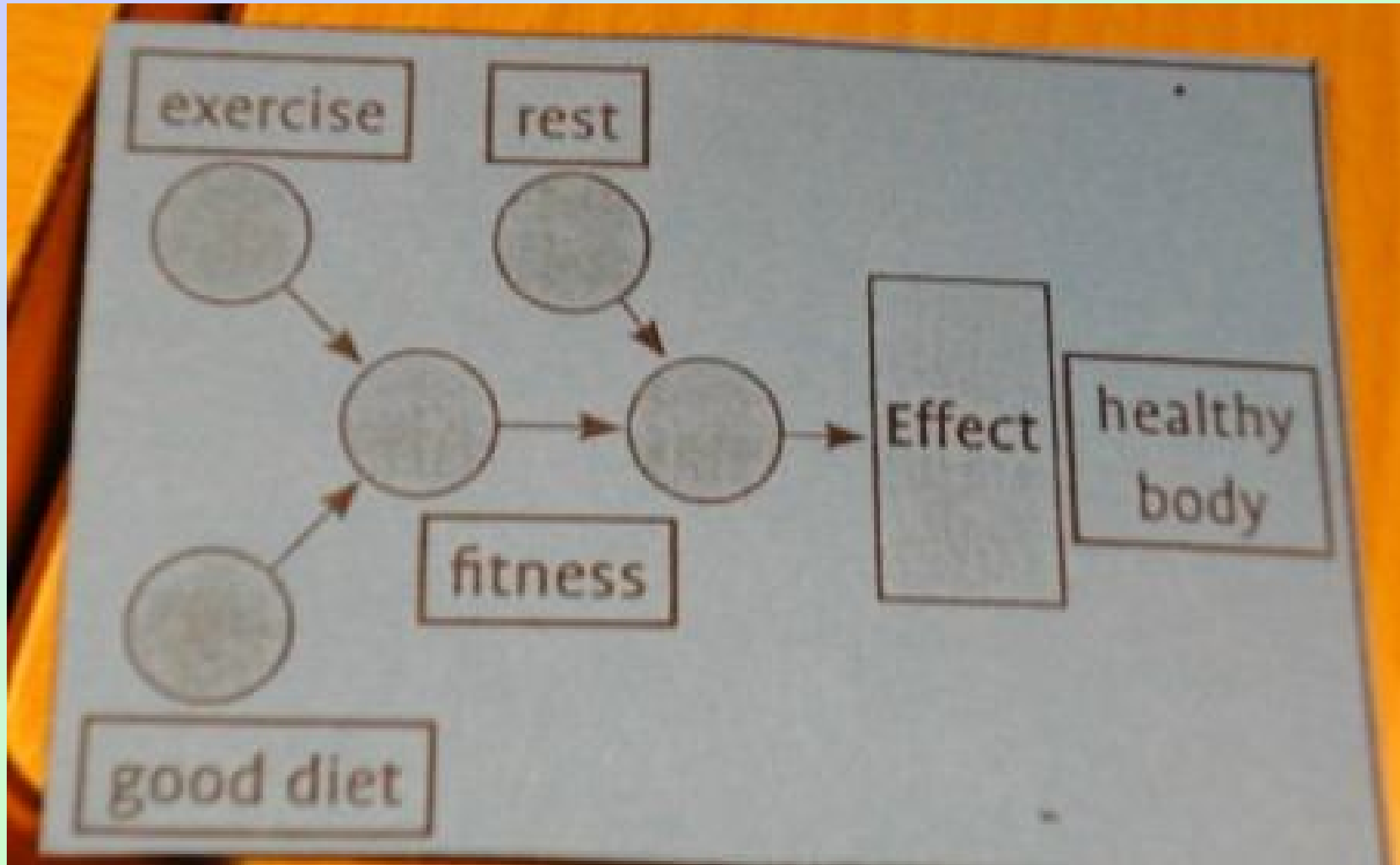


Examples of CLIL Lessons

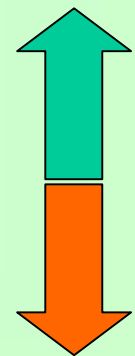
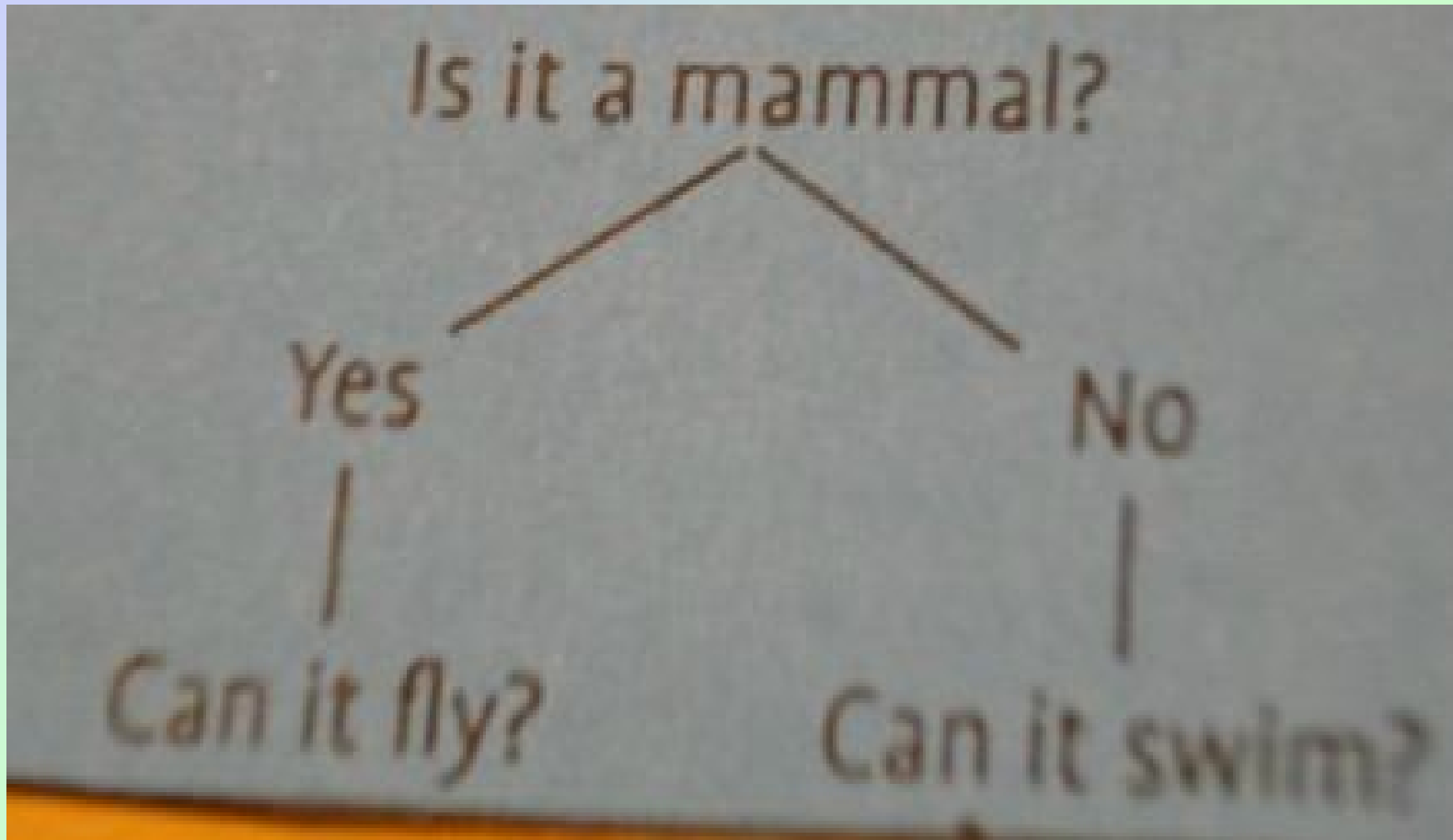
| | <i>living</i> | <i>non-living</i> |
|---------------------|---------------|-------------------|
| <i>natural</i> | tree | stone |
| <i>manufactured</i> | | computer |



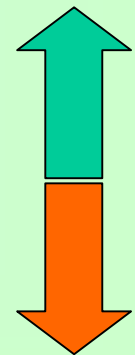
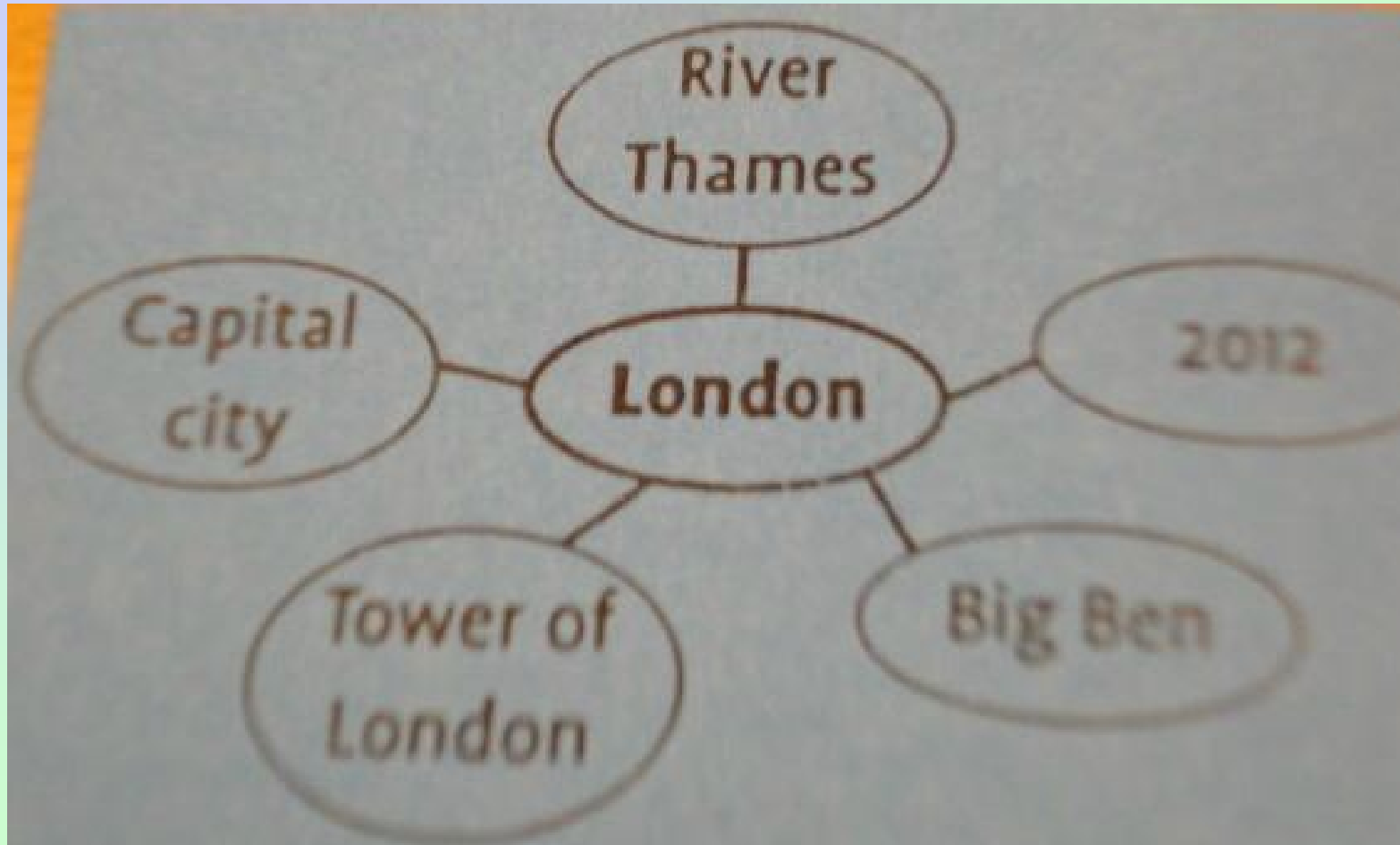
Examples of CLIL Lessons



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Examples of CLIL Lessons



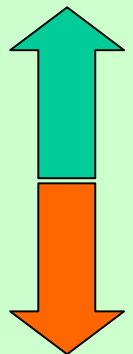
Context of Learning

CLIL

- Language and/or subject teacher
- Few materials readily available
- Varying amounts of time

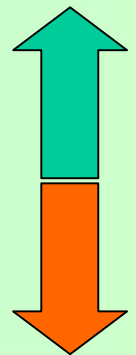
EFL

- Language teacher
- Many materials available
- More standard allocation of time



Positive Findings on CLIL

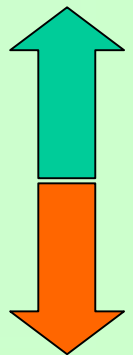
- CLIL helps boys learn language
(Baetens Beardmore, 2009)
- CLIL does not negatively affect learning of content subject, can enhance it (Zarobe 2007)
- CLIL can enhance language proficiency
(Ackerl, 2007; Hutter & Rieder-Beinemann, 2007)
- CLIL can enhance students' motivation, language retention, confidence, involvement, risk taking (Coyle, 2006)



Some Issues in CLIL (1/3)

- Insufficient exposure to FL
- Degree of meaningfulness of input and interaction
- Learner motivation
- Insufficient classroom interaction
- Level of language processing

(Perez- Vidal, 2009)

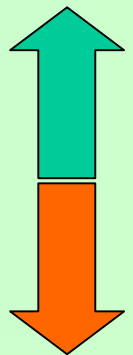


Some Issues in CLIL (2/3)

Learning in L1 rather than L2 produces:

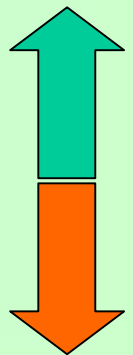
- better exam results
- greater advancement in subject
- better self perception and self esteem
- greater classroom participation

(Tsui 2005, Wannagat 2007)



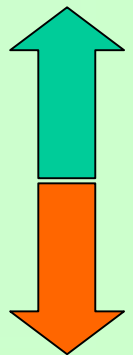
Some Issues in CLIL (3/3)

- Takes time from L1 learning at primary level, leaving children unsure in their mother tongue (Kirkpatrick, 2009)
- Teachers have insufficient L2 proficiency (Ibrahim, Gill, Nambiar, Hua, 2009)
- Weaker learners are disadvantaged (Clegg, 2009)



Lessons from CLIL

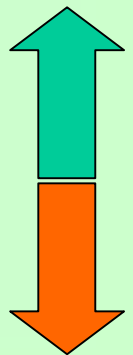
Can we learn from CLIL to
integrate our English
work with other
subjects?



Where to Start With?

Food:

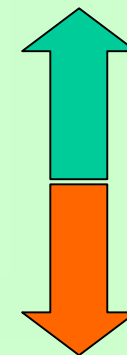
Sources 資料來源: from www.onestopenglish.com



Where to Start with?

Animals:

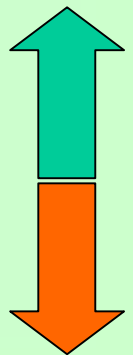
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Where to Start with?

Human Body and 5 Senses:

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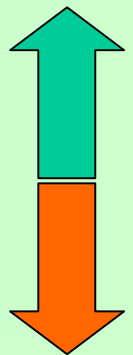


My Classroom Application

My Five Senses:

Sources 資料來源:

1. www.onestopenglish.com
2. Bentley, Kay (2011), *Primary Curriculum Box: CLIL lessons and activities for younger learners*, Cambridge Univ. Press



The End



Thank You