

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ ИМЕНИ АКАДЕМИКА С.П. КОРОЛЕВА»
(САМАРСКИЙ УНИВЕРСИТЕТ)

Е.Ю. МАЛЬЦЕВА

CONTENT LANGUAGE INTEGRATED LEARNING
(ИНТЕГРИРОВАННОЕ ОБУЧЕНИЕ
ИНОСТРАННОМУ ЯЗЫКУ)

Рекомендовано редакционно-издательским советом федерального государственного автономного образовательного учреждения высшего образования «Самарский национальный исследовательский университет имени академика С.П. Королева» в качестве учебного пособия для обучающихся по основной образовательной программе высшего образования по направлению подготовки 44.04.02 Психолого-педагогическое образование

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Основной целью данного учебного пособия является овладение студентами магистратуры компетенциями в области преподавания иностранных языков посредством основной преподаваемой дисциплины, с акцентом на научно-исследовательскую, проектную, организационно-управленческую деятельность.

Предназначено для обучающихся по направлению подготовки 44.04.02 Психолого-педагогическое образование, по программе «Психология и педагогика обучения иностранным языкам». Данная дисциплина позволит не только овладеть навыками преподавания иностранного языка, а также поможет создать план занятия, включая предметную составляющую изучаемой дисциплины и оставляющую иностранного языка.

Подготовлено на кафедре иностранных языков и профессиональной коммуникации.

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ОГЛАВЛЕНИЕ

ВВЕДЕНИЕ	4
1. CLIL BACKGROUND.....	5
1.1. WHAT IS CLIL.....	5
1.2. HISTORY OF CLIL.....	6
1.3. THE CLIL AIMS.....	7
2. BENEFITS OF CLIL.....	8
3. CLIL AS A THEORETICAL CONCEPT.....	17
4. CLIL AND ELT DIFFERENCES.....	22
4.1. CLIL FOUNDATIONS AND THEORETICAL IMPLICATIONS.....	22
4.2. CLIL PRINCIPLES.....	24
4.3. ENGLISH LANGUAGE TEACHING PRINCIPALS	34
5. LESSON PLANNING AND FRAMEWORK.....	44
5.1. CLIL ACTIVITIES.....	52
5.2. LESSONS PLAN EXAMPLES.....	66
6. CLIL'S ADVANTAGES AND DISADVANTAGES.....	70
ЗАКЛЮЧЕНИЕ.....	76
БИБЛИОГРАФИЧЕСКИЙ СПИСОК.....	77

ВВЕДЕНИЕ

Образовательная программа «Психология и педагогика обучения иностранным языкам» (уровень магистратуры) является программой нового поколения и разработана на основе требований к минимуму содержания и уровню подготовки выпускников, определенных федеральным государственным стандартом высшего образования по направлению подготовки 44.04.02 Психолого-педагогическое образование.

Магистерская программа «Психология и педагогика обучения иностранным языкам» формирует компетенции в области преподавания иностранных языков, с акцентом на научно-исследовательскую, проектную, организационно-управленческую деятельность.

Образовательная программа позволит не только овладеть навыками преподавания иностранного языка, а также поможет создать план занятия, включая предметную составляющую изучаемой дисциплины и оставляющую иностранного языка.

Содержание программы отражает современные отечественные и зарубежные подходы к преподаванию иностранного языка, новейшие технологии, используемые в международных системах сертификации профессиональных знаний в области преподавания английского языка (TKT, CELTA, TFL/TESOL).

Технология CLIL («Предметно-языкового интегрированного обучения») направлена на преподавание содержания изучаемой дисциплины на иностранном языке и при этом изучение самого иностранного языка.

1. CLIL BACKGROUND

1.1. WHAT IS CLIL

Content Language Integrated learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content and not only on language. Coyle, Hood and Marsh (2010, p.1)

CLIL is not a new form of studying language and it is not a new form of subject education.

CLIL is an educational approach in which various language-supportive methodologies are used which lead to a dual-focused form of instruction where attention is given both to the language and the content: achieving this twofold aim calls for the development of a special approach to teaching in that the non-language subject is not taught in a foreign language but with and through a foreign language.

It opens up doors on an educational experience which can be very hard to achieve in a language-learning classroom. But CLIL is an approach which is neither language learning nor subject, but an amalgam of both and is linked to the processes of convergence. Convergence involves the fusion of elements which may have been previously fragmented, such as subjects in the curriculum. Here CLIL breaks new ground.

1.2. HISTORY OF CLIL

Content and language integrated learning (CLIL) is a term created in 1994 by David Marsh and Anne Maljers as a methodology similar to but distinct from language immersion and content-based instruction.

It is said that a long time ago, around 5,000 years ago, in what is now modern Iraq, the Attakians conquered the Sumerians. They wanted to learn the local language and so Sumerian was used as the language of instruction to learn content.

Later, in the 1890s approximately, bilingualism and multilingualism existed among the most privileged wealthy families. They were two ways of learning a foreign language. Wealthy families either rented the services of a tutor (male teacher for boys) or a governess (female teacher for girls) to teach their children or they sent their children abroad to learn the foreign language.

A more recently recorded fact, which can be described as the first example of modern CLIL was in 1965 in Canada. English speaking parents who were living in the French quarters of Quebec were worried because they saw their children were in disadvantage with French speakers. So, they asked the Government to produce immersion of programmes in the schools so that they learned the subjects in French (instead of French). This idea apparently spread all over Canada and the rest of the world.

At last, in the 1970s appeared more bilingual immersion programmes for people of different backgrounds and there was an increase of awareness that language and content should go hand-in-hand.

1.3. THE CLIL AIMS

The aims of CLIL The aims of CLIL may be different: they range from helping young people understand the point of learning a language to developing advanced language skills; the aims may include getting teachers to change teaching practice (content and language teachers), or increasing levels of harmony between inter-ethnic groups (socially-oriented).

Except for some general common aims associated with the CLIL concept, official recommendations of various European countries may be different; dependent on the country concerned, importance being attached to:

- Socio-economic objectives - preparing students for life in a more internationalized society and offering them better job prospects on the labor market.

- Socio-cultural objectives - conveying to students s values of tolerance and respect of other cultures, through use of the CLIL target language.

- Linguistic objectives - enabling students to develop language skills which emphasize effective communication, and motivating students to learn languages by using them for real practical purposes.

- Educational objectives - enabling students to develop subject-related knowledge and learning ability, stimulating the assimilation of subject matter by means of a different and innovative approach.

2. BENEFITS OF CLIL

Benefits of CLIL implementation:

- Language Proficiency.

Different approaches in Bilingual education focus on the learners' proficiency development. Learners acquire the abilities to learn from the second language by 'developing study skills' (Coyle, 2007:548). Coonan mentioned that (2007:643, cited by Hunt, 2011) who states that when the learners are engaged cognitively, they learn languages more successfully. Coyle et al (2010) noted that the use of CLIL improves students' proficiency as they have been exposed to the target language in classes. Accordingly, Dupuy (2011) demonstrated that CLIL has not only improved the target language proficiency but also extended both first and second language awareness. Moreover, Mehisto (2008) agrees that implementing CLIL synthesizes language abilities rather than focusing on teachers' performance, he also distinguishes that the materials provide some linguistic features and register, which improves students' linguistic awareness. According to Liubiniene (2009) CLIL helps to integrate students' language abilities. For this, our teaching experience and our knowledge share the fact that these students are interested in all information related to their specialization. This means that they may develop their skills in CLIL classes and can be observed in their attitude in the class. As a consequence, it proves the value of developing certain skills using CLIL for the reason to improve their study skills, which leads for a better proficiency.

- Learners and Teachers Attitude.

Marsh (2000) assumes that CLIL programs can develop a feel good attitude among students. This is clear when they achieve higher proficiency level (regardless of how modest it eventually is) may have a positive effect on their willingness to learn and develop their language competence. Research projects conducted in various contexts have illustrated that the attitudes and motivation to learn a second language can vary not only from language to language but even within the same group of learners and also within different age groups (ibid). A remarkable case is a study carried out in the Basque Country by Cenoz (2001). The study tried to analyze the attitudes towards English of three different groups of students. The first group consisted of students enrolled in the fourth year of primary education; the second one of second year secondary education students and the third one was designed of first-year high school students. The findings showed that the first group held significantly more positive attitudes towards the Second language, whereas the third group presented the least positive ones. The researcher used both psychological and educational factors to explain these results. The third group's reaction would be based on older students' rejection of the school policy as a result of the change from a family identity to a more individual and peer group identity. The other is connected with the various teaching methodologies used in primary and secondary education. In primary education learners enjoy the oral-based approach and methodologies based on drama and storytelling, whereas in secondary education and high school grammar

and vocabulary become obvious and the methodology is usually teacher-centered. The conclusion to be drawn is therefore that there is a failure in attitudes towards the second language due to both psychological and educational issues and this leads us to think whether the use of CLIL approach may help to avoid or at least reduce the effect of the mentioned factors. Implementing CLIL will be an enormous addition for learners and their willingness to learn a second language. Learners often claim that part of their success is related to ability of the teachers. They falsely believe that if they have a native teacher they will gain more but they forgot the fact that teaching is a skill and it is not about only fluency.

According to Lasagabaster and Sierra (2010), immersion teachers are commonly native speakers, whereas CLIL does not require native speakers. Additionally, Coyle (2010) states that CLIL enables learners to be more self-confident. Another interesting point is that CLIL accepts all learners ages and levels. Lasagabaster and Sierra (2010) argue that the vast majority of immersion programs suits young learners (starting age), whereas CLIL illustrates certain similarities with the late immersion programs implemented in education taking Canada as an example (ibid: 371). Therefore, both teachers and learners are qualified to perceive the language and succeed in the process of learning a second language. It also means that teachers will play the role of a learner, as they are required to learn new things simultaneously with their students. In fact, CLIL gives chance for teachers to discover new interests and abilities by teaching content for their students.

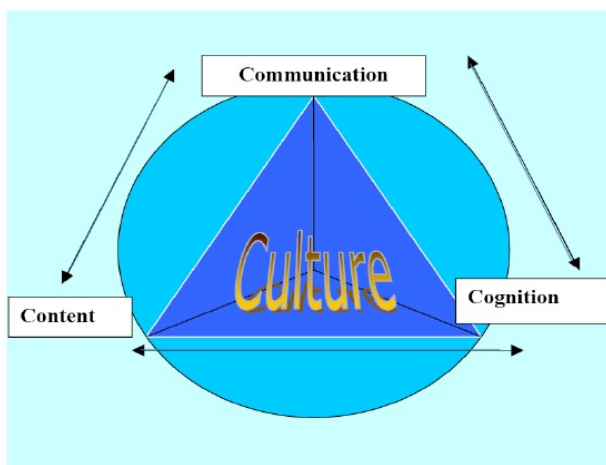
- Culture Appropriateness and Context.

Several definitions used referring to 'culture' and its relation to learning and teaching a second language. Some of these definitions have included communities and others preferred the use of societies. For example, Mehisto et al. (2008) refer to 'community' rather than culture. Coyle, (2005) presents what he called the 4Cs framework for CLIL and one of these 4Cs is culture and in fact he suggested two main things.

First, the relationship between languages and culture is very complex. Second, Culture is the link between the other three Cs, which are content, communication, and cognition. However, this is not about what is exactly meant by culture rather than showing the influence of culture on using CLIL as an approach to teach English language. Therefore, culture in this section means the relation of different parties such as the subject, community and the institution where teaching takes place in the process of implementing CLIL. Moreover, culture is the sum of the relationships of learners, teachers, subject, classroom and anything relates to the teaching process. In simple words, what is needed in CLIL to be effective is the culture of the new language. The culture of the first language may hinder the implementation of CLIL. According to Richards and Rodgers (2001) language is served as a tool of individual and social interaction. Coyle et al (2010) suggest that CLIL offers considerable amount of opportunities for intercultural interaction and the success of CLIL depends on the spirit of classroom. Overall, CLIL enables students to refer to the target language in

authentic way and students can construct their cultural identity by studying contents Sudhoff (2010). Learners learn the language using their own ways of thinking derived and affected by their culture. However, CLIL allows these students to acquire new ways of thinking and analyzing by learning a second language (Sudhoff, 2010). Coyle et al (2010), claim that languages and cultures have been shaped informally and this is how CLIL gathers learners' culture awareness. In other words, the ways we think are determined by culture. Overall, the new culture of the second language will definitely promote the way of thinking and language awareness. Moreover, CLIL gives a special care for culture and this will facilitate acquiring the second language in its culture rather than formulating the language using the learners' culture, which may conflict with the process and structure of the first language.

The 4Cs conceptual framework for CLIL



Coyle (1999, 2005)

Schools start working with CLIL for several reasons. In some countries, CLIL developed as a grassroots movement and in others, with the aid of government funding in large- or small-scale projects. Elsewhere, CLIL has been implemented in schools as part of nationwide policy. In many cases, the appeal of CLIL to primary and secondary schools is the way it addressed the need for plenty of practice in a foreign language, without increasing the number of dedicated language cases. CLIL approach in studying and teaching has many benefits for learners, such as:

- Learning a subject through another language can also provide extra motivation for the subject – a subject taught in another language may be more appealing to learners simply because they feel they are developing language skills along with the subject. They develop a strong sense of achievement as they notice their rapid progress in the other language.

- Cognitive learning theories suggest that people remember things more effectively if their brains have to work harder to complete a task.

- Learning a subject through another language may broaden and deepen CLIL learners` understanding of subject concepts, their thinking skills and their creativity: their brain have to work harder when they learn through another language. CLIL learners may, therefore, be more likely to remember what they learned – both the language and the content.

- CLIL learners develop communication skills. The most obvious benefit of CLIL for learners is that their language skills and ability to

communicate effectively improve. Through CLIL, learners develop an ability to understand a wide range of spoken and written language in both general and more specialized topics. They also learn to use the target language to achieve their communicative goal in a variety of situations, formal and informal, specialized and general.

- CLIL learners make new personal meanings in another language. In CLIL lessons, students link new information or ideas in another language to previous content or language knowledge in their first language. Activities that teacher uses in classroom are close to real life situation can help students to transfer the personal meanings that they have from their language to another.

- CLIL learners` language progresses more. Some theories suggest that CLIL helps students to learn another language more efficiency than separate language lessons. They explain it in a way that if you want to learn language you need to learn how to read, write, speak and understand in order to achieve success, all that activities you can find in the CLIL process of studying / teaching.

- CLIL learners interact meaningfully. Social theories say that learning is a social process, and it explains that students learn a lot of information when they are communication to each other.

- CLIL learners learn how to speak and write. Scientists say that students in order of learning language need to produce language, they need either speak or write. When students speak or write they can produce some kind of product, they also can be creative, make mistakes. They can communicate and not be afraid of making mistake.

- CLIL learners develop intercultural awareness with the teachers` help. Through CLIL studying process students can communicate and can make intercultural relations because the most important in CLIL is: understanding the content and be able to share your point of view.

- CLIL learners learn about the ‘culture’ of a subject. CLIL teachers teach students how to think not only the information about a subject.

- CLIL learners are prepared for studying in another language. After school students become very successful in their second language if they had the CLIL process of studying. Communicative ability in foreign (second) language prepares students for studying and working abroad in the countries where that language is used.

- CLIL learners learn in different ways.

There are a lot of different people in the world and everybody has different way of studying, the same happens with CLIL process. The American professor Howard Gardner says that there are eight different kinds of intelligence. All of us (people) can be divided into eight intelligent groups:

- Linguistic.
- Logical-mathematical
- Bodily-physical.
- Visual-spatial.
- Musical.
- Naturalistic.
- Interpersonal.

- Intrapersonal.

If a teacher is using the theory about different intelligence, it helps students to produce the information and language in a lot of different ways.

If we talk about CLIL techniques using during the lesson, student will have some benefits, such as:

- Students learn the same way as native speakers do.
- Lessons are based around highly motivational topics using a top down approach.
- The content is familiar to students and multiple intelligence friendly.
- Students focus on fluency and communication and have the opportunity to experiment with language.

3. CLIL AS A THEORETICAL CONCEPT

- Why and How CLIL works.

Approaches to CLIL research Our approach to CLIL research is wide-ranging, addressing the learning of languages, as well as subject matter knowledge, attitudinal and motivational approaches, cognitive development and brain research. In doing so we would like to stress that CLIL is not only a powerful way to learn foreign languages, but that learning language and subject matter at the same time has important consequences for learning in general in the sense that the brain is fundamentally altered (Blakemore & Frith 2005). We feel that these aspects remain largely unattended in current CLIL research. The following presents six tenets or principled approaches towards CLIL research.

Target or second language development. Main research question: does the CLIL approach lead to better language proficiency in the target language compared to traditional approaches? A distinction is made between primary school and secondary school results.

As for primary school results, the answer to the research question above are unequivocally: yes. But there are a number of factors that are as yet unknown because they have not or poorly been researched. The development across various forms of proficiencies seems unevenly spread with respect to listening, speaking, reading and writing.

CLIL education leads to native-like listening comprehension and erratic results as far as speaking are concerned. With regard to reading a

distinction has to be made: if reading in the target language precedes reading in the first language, until 9 to 10 years of age the target language prevails as the most important language for academic affairs. The same is true for writing. If, however, the learning of reading and writing takes place in the first language, the learner's most important language for academic achievement remains the first language (cf. Braun et al. 2001, 2002, 2003; Lecocq et al. 2004; De Groot 2005; Jiménez et al. 2006; De Vriese 2007; Slembrouck 2007). It goes without saying that this observation is influenced by the number of CLIL hours in the curriculum. As yet it is unknown in what way language development is influenced in later stages.

Secondary school results do not yield the same results as primary schools although, in general, the answer to the research question above is also yes. However, results seem less uniform. Sometimes better results are reported compared to traditional methods, but sometimes no significant differences are found. Results seem to depend much more on individual variation, teacher characteristics and intra- and interpersonal variation and abilities. Finally, some scholars recommend doing research on pragmatic aspects of language acquisition and development (Lyster 1998; Gajo 2001; Huibregtse 2001; Admiraal et al. 2006; Gassner & Maillat 2006; Mewald 2007; Smit 2007). Tenet 2. First language or mother tongue development. Main research question: does CLIL lead to improved first language development compared to traditional approaches? The research question is related to a more general problem about the simultaneous

acquisition of two languages. Children can easily acquire two linguistic structures in a natural environment at the same time.

After a study of 14 acquisition studies Genesee (2003) concludes that lexical, syntactic and phonological development in bilingual children is comparable to monolingual children.

But this seems to contradict Cummins's statement that "the level of development of children's mother tongue is a strong predictor of their second language development". Here, it is to be reminded that Cummins is referring to minority children in a context of migration. In general, it can be said that there is a difference between acquisition processes for majority language and minority language children. This is a complex discussion that cannot be addressed within the scope of this paper. Results from a Dutch/French CLIL primary school in a French-speaking environment in Wallonia, i.e. French-speaking Belgium, indicate that despite the fact that the pupils received 75% of their instruction in Dutch they easily attained the final goals in the mother tongue (French). Moreover, they attained higher scores in calibrated tests than monolingual children (cf. Lecocq et al. 2004; De Samblanc 2006; De Vriese 2007; Van de Craen et al. 2007a and b). There are no arguments supporting the view that CLIL be detrimental to the mother tongue. If anything, there are more positive than negative effects (Bialystok 2004; Van de Craen et al. 2007a and b). However, this might not always be the case with migrant workers' children (Cummins 1984, 2003). There is some evidence that in language areas where a majority and a minority language compete,

fear for language loss is frequently expressed as an argument against CLIL education (Lochtman et al. 2007).

Main research question: does CLIL lead to better subject matter knowledge than traditional learning? In primary schools there are no indications that subject matter knowledge would be less good in CLIL classrooms than elsewhere. If anything, teachers report the opposite, especially related to Maths (Van de Craen et al. 2007a and b).

In secondary schools the results are more diverse. Some scholars argue that there are no differences in knowledge (Huibregtse 2001). Stohler (2006), for instance, reports “neither positive or negative consequences on the acquisition of knowledge” (Stohler 2006: 44) because language and knowledge are believed to be so intimately related that no distinction can be made between them. Other researchers suggest that the loss of implicit learning capacities through age might be of influence (Paradis 2004) while still others suggest inhibition as a determining factor (Bialystok 2005).

The state of the art with respect to subject matter knowledge suggests that:

- In primary education subject matter knowledge seems to be boosted more than in secondary education.
- In secondary schools there seem to be few negative effects as a result of the CLIL approach.
- More research is needed to entangle the considerable number of context variables and their influence on older pupils’ knowledge acquisition.

In what way does CLIL influence attitudes and motivation vis-à-vis languages and language learning? There exist few large-scale studies on attitudes and motivation in bilingual learners in a CLIL context.

In Brussels, bi/multilingual young learners and adolescents show the following:

- Young learners are highly motivated to learn languages and not only English (cf. Allain 2004).

- Adolescents show positive attitudes, no loss of identity and they consider bilingualism as a core value; moreover, it enhances their self-esteem and motivation to learn languages (Ceuleers, in print). It is not too far-fetched to extrapolate these results to CLIL pupils.

4. CLIL AND ELT DIFFERENCES

4.1. CLIL FOUNDATIONS AND THEORETICAL IMPLICATIONS

Content and Language Integrated Learning (CLIL) refers to any educational approach in which a second/foreign language is used as a means of teaching the contents of a syllabus subject in the classroom. The use of an additional language is intended to develop the necessary ability to be proficient in that language itself, while contents are being learned alongside. As Marsh (1994:27) defined it: "CLIL refers to a situation in which the subject matter or part of the subject matter is taught via a foreign language with a two-fold objective: the learning of those contents and the simultaneous learning of a foreign language." The fundamental idea behind this type of content-based teaching is that giving priority to a subject's content, as well as the opportunity it offers the students to speak and think in an authentic, significant and relevant way in a second language (Ellis, 2004), not only improves the competence of the students in this language but also enriches their cognitive development and cultural growth, given that it helps them become integrated into a multilingual and multicultural context. In a CLIL lesson, content subjects are taught and learnt in a language which is not the mother tongue of the learners. Their knowledge of the language becomes the means of learning content and the study of language is seen in context, in real-life situations. Language learning in CLIL is seen as based on the principles of language acquisition rather

than on enforced language learning. A successful CLIL lesson should combine elements of the 4 Cs framework (Coyle 2005) which connects Content, Cognition, Communication and Culture. Content lies at the heart of the learning process. The main objective of a CLIL lesson is to learn the contents offered to students. Alongside with the learning of content lies the learning of the target language. Language becomes the means of learning content and a conduit for communication. For CLIL to become effective students must cognitively engage in higher order thinking skills. CLIL encourages and challenges students to build their own understanding. Studying content subjects through another language requires and develops intercultural awareness which is fundamental in CLIL.

In order to plan a successful CLIL lesson, the 3As framework provides useful guidance. This framework is based on three fundamental principles:

- Analyze;
- Add;
- Apply.

In the first place the contents of a lesson need to be clearly defined. Once the content has been defined, it has to be analyzed for specific language needs (specific vocabulary and grammar structures). This is known as the language of learning.

The next step is of crucial importance if the content and the language have to be fully integrated into a successful lesson: this step includes what is known as scaffolding. It is fundamental that the

language difficulties do not interfere in the process of understanding content. In this aspect the role of the teacher is crucial: the teacher needs to add and provide the necessary strategies to make the most of a CLIL lesson. This stage includes metalanguage, language strategies, classroom talk and an analysis of task demands. All of them form the language for learning.

The third stage is the application stage: the thinking skills need to be incorporated into the lesson through different tasks to ensure that the language which emerges through learning is built on and that there is progression in the emergent knowledge. This is called the language through learning. Cummins developed a matrix which explores the relationship between language and content. One of the greatest challenges in CLIL is to provide cognitively demanding lesson frameworks presented in the form of tasks that are linguistically accessible to students.

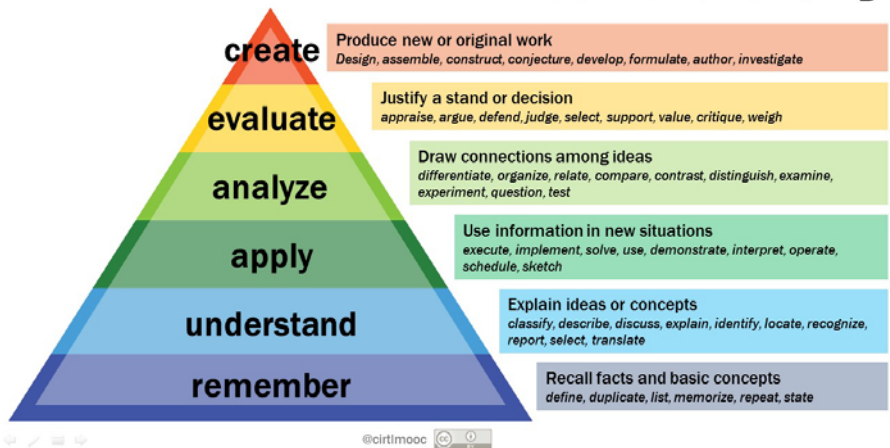
4.2. CLIL PRINCIPLES

CLIL principals consist of three main blocks:

1) Bloom's taxonomy.

In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorizing educational goals: *Taxonomy of Educational Objectives*.

Bloom's Taxonomy



During the 1990s a new group of cognitive psychologists, lead by Lorin Anderson (a former student of Bloom's), updated the taxonomy reflecting relevance to 21st century work. They basically changed the nouns used in Bloom's taxonomy to verbs:

- Creating.
- Evaluating.
- Analyzing.
- Applying.
- Understanding.
- Remembering.

Levels of intellectual behaviour	What can students do at each level?	Strategies
Remembering	Students can recall the information	define, duplicate, list, memorize, recall, repeat, reproduce, state, etc
Understanding	Students can explain ideas or concepts. They can classify	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying	Students can use the information in a new way	Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Analyzing	Students can distinguish between the different parts	Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Evaluating	Students can justify a stand or decision	Appraise, argue, defend, judge, select, support, value, evaluate
Creating	Students can create new product or point of view	Assemble, construct, create, design, develop, formulate, write

The framework elaborated by Bloom and his collaborators consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after Knowledge were presented as “skills and abilities,” with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice.

While each category contained subcategories, all lying along a continuum from simple to complex and concrete to abstract, the taxonomy is popularly remembered according to the six main categories.

The authors of the revised taxonomy suggest a multi-layered answer to this question, to which the author of this teaching guide has added some clarifying points:

1. Objectives (learning goals) are important to establish in a pedagogical interchange so that teachers and students alike understand the purpose of that interchange.

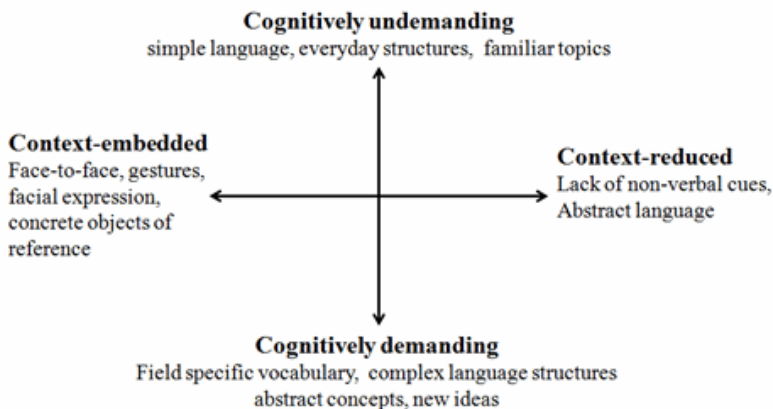
2. Teachers can benefit from using frameworks to organize objectives because.

3. Organizing objectives helps to clarify objectives for themselves and for students.

4. Having an organized set of objectives helps teachers to:

- “plan and deliver appropriate instruction”;
- “design valid assessment tasks and strategies”;
- “ensure that instruction and assessment are aligned with the objectives.”

2) Cummin's Quadrant.



Cummins' quadrant is a useful tool for designing content lessons. Lessons should first work on BICS (Basic Interpersonal Communication Skills) and move on to complete CALP (Cognitive Academic Language Proficiency). In order to do that, Cummins' Quadrant advises us to move from A to C to B to D.

Cummins advises us to start with a task that is cognitively simple and context-embedded. That is a BICS task.

This is found in **quadrant A and it is called VIEWING.**

It involves everyday conversational and transactional language.

Examples: watching a video, students repeat information/utterances of adult or peer, students remember prior knowledge.

Then you should follow with activities that are cognitively complex and context-embedded.

This is **quadrant C and it is called DOING.**

It involves challenging ideas, richer in terms of representation and it is an opportunity to scaffold language from descriptive to more abstract.

Examples: to create a map, a timeline, students compare and contrast, students summarise, students transform, personalise given information.

The following activity should be cognitively simple again but this time context-reduced.

This is **quadrant B and it is called TALKING.**

It involves abstract but cognitively simple activities.

Examples: to talk in pairs or groups (cooperatively) about the topic, matching information, describing observations, sequencing.

Finally, the last step is the most challenging one: It is cognitively complex and context-reduced.

This is **quadrant D and it is called TRANSFORMING.**

The aim is using academic language of school learning.

It is the ability to transform one's understanding of content into the technical CALP language.

Examples: writing an essay, listening to a lecture or taking a standardised written test, justifying an opinion or judgement, predicting results.

3) The 4Cs: Content, Communication, Culture and Cognition:

Content - Progression in knowledge, skills and understanding related to specific elements of a defined curriculum.

Communication - Using language to learn whilst learning to use language.

Cognition - Developing thinking skills which link concept formation (abstract and concrete), understanding and language.

Culture - Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

CONDITIONS	AIMS FOR THE CLASSROOM
COGNITION	To use a range of thinking skills. To use the child's real life experience with a manageable bridge between old and new. To use the child's own level of articulation. To achieve and evaluate the content
CULTURE	We can create a sense of community by: <ul style="list-style-type: none"> - getting children to collaborate on activities and share experiences; - Encouraging cooperation, help and respect; - Rewarding risks; - Identifying learner's roles
CONTENT	To give: <ul style="list-style-type: none"> Natural, real or understandable content; Content which is related to the child's previous experiences;

	<p>Engaging content that allows for learning to be active;</p> <p>Language as a vehicle to do things (role plays/tasks etc.)</p>
COMMUNICATION	<p>We can encourage communication by:</p> <ul style="list-style-type: none"> - setting the classroom up (seating, posters, resources) to support communication; - scaffolding tasks which reduces stress and makes explorative tasks more manageable; - Using learning opportunities that don't always have a right or wrong answer; - Offering choices about how to do things; - Reducing teacher talking time (TTT) and increasing student talking time (STT)

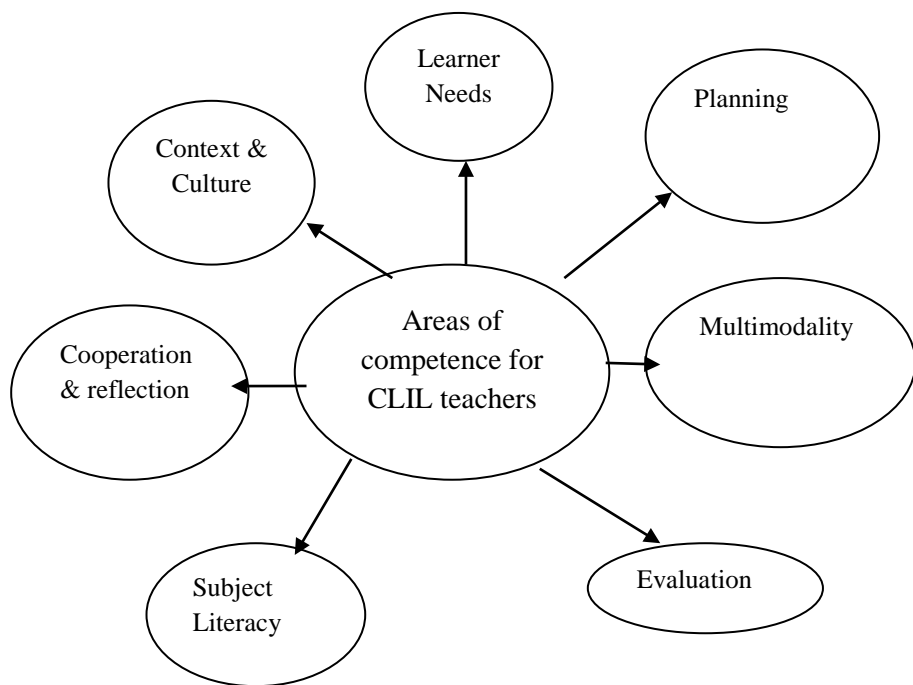
CORE FEATURES OF CLIL METHODOLOGY

Multiple focus	<p>Supporting language learning in content classes.</p> <p>Supporting content learning in language classes.</p> <p>Integrated several subjects.</p> <p>Organizing learning through cross-</p>
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	<p>curricular themes and projects.</p> <p>Supporting reflection on the learning process</p>
Safe and enriching learning environment	<p>Using routine activities and discourse.</p> <p>Displaying language and content throughout the classroom.</p> <p>Building student confidence to experiment with language and content.</p> <p>Using classroom learning centers.</p> <p>Guiding access to authentic learning materials and environments.</p> <p>Increasing student language awareness</p>
Authenticity	<p>Letting the students ask for the language help they need.</p> <p>Maximizing the accommodation of student interests.</p> <p>Making a regular connection between learning and the students` lives.</p> <p>Connecting with other speakers of the CLIL language.</p> <p>Using current materials from the media and other sources</p>
Active learning	<p>Students communicating more than the teacher.</p> <p>Students help set content, language</p>

	<p>and learning skills outcomes.</p> <p>Students evaluate progress in achieving learning outcomes.</p> <p>Favoring peer co-operative work.</p> <p>Negotiating the meaning of language and content with students.</p> <p>Teachers acting as facilitators</p>
Scaffolding	<p>Building on a student`s existing. Knowledge, skills, attitudes, interests and experience.</p> <p>Repackaging information in user-friendly ways.</p> <p>Responding to different learning styles.</p> <p>Fostering creative and critical thinking.</p> <p>Challenging students to take another step forward and not just coast in comfort</p>
Co-operation	<p>Planning courses/lessons/themes in cooperation with CLIL and non-CLIL teachers.</p> <p>Involving parents in learning about CLIL and how to support students.</p> <p>Involving the local community, authorities and employers.</p>

Teacher should have following competences to provide lessons in CLIL planning:



4.3. ENGLISH LANGUAGE TEACHING PRINCIPALS

Learning a second or a foreign language is more than learning a description of it. It is developing the ability to use the language on habit level. This is true of not only second language learning but also of first language learning. Fundamentally, all language learning involves the processes of listening, speaking, reading and writing. These processes involve both linguistic and psychological aspects. This leads us to understand that all language learning is based on certain well-defined principles derived from linguistic science as well as psychological

science. General principles of Teaching English (principles derived from the Linguistic Science).

The modern approach to all language learning and teaching is the scientific one and is based on sound linguistic principles. The principles discussed below in no way claim finality : they are subject to change in the light of new facts exposed by linguists and language users. These principles are general principles and are applicable to English language.

Principle 1. Give Priority to Sounds: The sounds of English should receive priority. Sounds should be given their due place in the scheme of teaching. Sounds should not be presented in isolation. They should appear in proper expressions and sentences spoken with the intonation and rhythm which would be used by a native speaker.

Principle 2. Present Language in Basic Sentence Patterns: Present, and have the students memorize, basic sentence patterns used in day to day conversation. From small utterances the students can easily pass on to longer sentences. In case of learning mother-tongue, the student's memory span can retain much longer sentences than those of a foreign language. The facility thus gained in a foreign language enables the learners expand the grasp of the language material in respect of sounds and vocabulary items.

Principle 3. Language Patterns as Habits. Real language ability is at the habit level. It does not just mean knowing about the language. Make language patterns as habit through intensive pattern practice in variety of situations. The students must be taught to use language patterns and sentence constructions with appropriate vocabulary at

normal speed for communication. In fact the habitual use of the most frequently used patterns and items of language, should take precedence over the mere accumulation of words.

Principle 4. Imitation. Imitation is an important principle of language learning. No learner by himself ever invented language. Good speech is the result of imitating good models. The model should be intelligible. Imitation followed by intensive practice helps in the mastery of the language system.

Principle 5. Controlled Vocabulary. Vocabulary should be kept under control. Vocabulary should be taught and practiced only in the context of real situations. This way, meaning will be clarified and reinforced.

Principle 6. Graded Patterns: “To teach a language is to impart a new system of complex habits, and habits are acquired slowly.” (R.Lado) So, language patterns should be taught gradually, in cumulative graded steps. This means, the teacher should go on adding each new element or pattern to previous ones. New patterns of language should be introduced and practiced with vocabulary that students already know.

Principle 7. Selection and Gradation: Selection of the language material to be taught is the first requisite of good teaching. Selection should be done in respect of grammatical items and vocabulary and structures.

Selection of language items should involve:

Frequency (how often a certain item or word is used);

Range (in what different contexts a word or an item can be used);
Coverage (how many different meanings a word or an item can convey);

Availability (how far an item is convenient to teach);

Learnability (how far an item is easy to learn);

Teachability (how far and item is easy to teach – in the social context).

Gradation of the language material means placing the language items in an order. Grading involves grouping and sequence.

Grouping concerns (i) the system of language, and (ii) its structures. Grouping the system of language means what sounds, words, phrases and meanings are to be taught.

Thus we have:

- **Phonetic grouping**, i.e. grouping according to sounds.

Example: words having the same sound are placed in the one group as, cat, bat, mat, pat, fat, sat; it, bit, fit, hit, kit, it, etc.

- **Lexical grouping**, i.e., grouping according to lexical situations.

Example: school, teacher, headmaster, peon, class-room, library. All these words are grouped around “school”.

- **Grammatical grouping**, i.e., grouping according to similar patterns.

Example: my book/ his book, (pattern grouping): in the room, in the corner/ in the class/in the garden, etc. (phrase grouping).

- **Semantic grouping**, i.e., grouping according to meaning.

Example: school, college, university; bicycle, rickshaw, car, tonga, train, aeroplane, etc.

- **Structure grouping**, i.e., grouping in the structures means how the selected items fit one into the other-the sounds into the words, the words into phrases, the phrases into the clauses and sentences, and the sentences into the context.

Sequence means what comes after what. Sequence should be there in the arrangement of sounds (phonetic sequence), phrases (grammatical sequence) words (lexical sequence) and in meaning (semantic sequence). Sequence of structures implies direction, expansion, variation and length of the structures.

Principle 8. The Oral Way. Experts believe that the oral way is the surest way to language learning. Prof. Kittson rightly observes,. “Learning to speak a language is always the shortest road to learning to read and write it.” Prof Palmer also writes,. “We should refrain from reading and writing any given material until we have learnt to use its spoken form”.

Principle 9. Priorities of Language Skills: Listening (with understanding), speaking, reading and writing are the four fundamental skills. Listening and speaking are primary skills, while reading and writing are secondary skills. Reading and writing are reinforcement skills. They reinforce what has been learnt through understanding and speaking. In fact, understanding and speaking speed up the reading process. Writing should be introduced after reading.

Principle 10. Multiple Line of Approach: “The term multiple line implies that one is to proceed simultaneously from many different points towards the one and the same end. We should reject nothing except the useless material and should selected judiciously and without prejudice all that is likely to help in our work”. In teaching a language, it implies attacking the problem from all fronts. Say, for example, there is a lesson on ‘Holidays’ in the text book. The teacher can have a number of language activities connected with the topic such as oral drill, reading, sentence writing, composition, grammar, translation, language exercises etc.

Principle 11. Language Habit through Language Using: A language is best learnt through use in different contexts and situations. Prof. Eugene A. Nida rightly observes, “Language learning means plunging headlong into a series of completely different experiences. It means exposing oneself to situations where the use of language is required.” Another expert expresses a similar opinion by saying: “Learning a language means forming new habits through intensive practice in tearing and speaking. The emphasis should always be on language in actual use”.

Principle 12 Spiral Approach. The “spiral” approach to language learning should be followed. Previously taught vocabulary and structures should be reintroduced in subsequent units whenever logical or possible. This is a “spiral approach”.

Principle 13. Use Mother-tongue Sparingly. The mother-tongue should be sparingly and judiciously used during teaching English. Of

course, at the early stage, some explanations will have to be given in pupil's mother tongue. It is important that students do not use their mother-tongue in the classroom.

Psychological principal of teaching English

It will not be out of place to list down certain principles which have been derived from the science of psychology.

Principle 1. Motivation. Motivation is an important factor in language learning, particularly in learning a second language. It creates interest as well as the need to learn the language in hand. If the need for the language we use is felt, it is learnt easily. Pupils' interest can be aroused in a number of ways, and language learning can be made increasingly interesting and attractive. It can be done with the help of pictures, charts, models, flash cards, black board sketches and similar other visual devices. The use of tape-recorder can be most effective in the teaching of pronunciation. The aim is to have the students maximally exposed to the target language in variety of contexts and situations, not in isolation. The teacher should prompt connections, feedback and correct errors, if any. The rule is **teach, test, reteach, retest**. The teacher should make continual and significant use of language material in class-room situations. Palmer suggests the following six factors which lead to motivate and create interest among children:

- (1) The limitation of bewilderment, that is, minimum of confusion;
- (2) The sense of progress achieved;
- (3) Competitions;

- (4) Game-like exercises;
- (5) The right relation between teacher and student; and;
- (6) Variety.

Principle 2. Immediate Correction. Do make corrections. Corrections make all the difference. They help in improving pupils' responses. But remember, when corrections are made, they should be made immediately. Moreover, the corrections should be made in such a way as will bring about learning and not frustration or discouragement.

Principle 3. Reinforcement Immediate reinforcement is an important principle. It has been experimentally proved that reinforcement of correct responses helps in better learning. The student should be told his response is correct immediately after it is given by him.

Principle 4. Frequent Review. An important psychological principle is the principle of frequent review. Frequent review and re-entry of the same material is necessary for retention. During the process of reviewing, variations in material should be essentially be introduced and practiced.

Principle 5. Correct Responses. It is an important psychological principle that classroom activities should strengthen the language skills. The techniques used by the teacher of English should encourage the maximum rate of correct responses. This will give children the feeling of success, achievement and assured progress.

Principle 6. Practice in Everyday Situations. A language is best learnt when its need is felt in everyday situations. So, English should be practiced in everyday situations with which children can easily identify. In short, the children, their environment and their experiences, should be the starting point. Let them recall (and, they should be helped, if they fail) something familiar which is related to or contrasts with a new language item to be learnt.

These are, then, some of the basic principles of language learning and teaching. These principles are in no way dictative: they are only suggestive.

Remember then.

- (1) Teach the language, not about the language.
- (2) Teach the' language, not its written system (at the start).
- (3) Teach the language, as it is, not as anyone thinks it to be.
- (4) Teach the language, not its literature.
- (5) Teach the language as it is now, not in term of its history.
- (6) Teach the language as a skill, not as an intellectual task.
- (7) Teach the language in varied, interesting situations.
- (8) Give maximum exposure.
- (9) Give vocabulary its due place.
- (10) Use mother-tongue as a tool, not a medium.
- (11) Immediately reinforce correct response.

In order of all the information above we can say that process of studying and teaching foreign language using CLIL principles and ELT

principles are different from each other. We can summarize the differences in methodology in the following way:

	ELT	CLIL
Syllabus	Focus on language	Focus on content
Unit length	Follow textbook unit Focus on language objectives Short, varied activities	Units longer, because focus on: Topics Tasks Skills
Lesson planning	Focus on: Language Oral work Controlled input and practice	Objectives will be content-oriented Need to analyze language required Provide language support Emphasize LRW skills
Task design	Focus on: Oral work Productive skills Controlled practice	Subject-matter tasks Emphasize diagrams/visuals Provide language support Include more reading/writing tasks
Language choice	Ideally: Teacher as a model, teacher speaks in TL at all times Learners use L2 whenever possible	Learners may use L1 Teachers may use L1 for specific purposes Agreed ground rules for private/public uses of language

5. LESSON PLANNING AND FRAMEWORK

The first things to think about when planning a CLIL lesson, or indeed a whole course, are the who and the what. That is who your students are – their level of English (or whatever the second language is), level of content knowledge, and their requirements. What refers to what you will teach, in terms of both content and language, and what materials to use. The who feeds in to the what.

So you will need to answer on some questions before planning the CLIL lesson:

- Where to start.
- Who your students are.
- Cognitive load (important factor to consider when selecting materials is cognitive load – that is you don't want to blow their brains with too much information. This can be done by choosing a relatively simple content area or by using an area that you have already covered in L1 and doing the CLIL lesson / course as revision and extension).
- Finding CLIL materials (there are also many sources of materials on the internet, some good ones are in the Links section of this site. One particularly useful one is Wikipedia, both the normal English and the 'Simple English' sites are great sources of texts that can be legally adapted and used in class).
- How to exploit materials (when you've found a text that you want to cover (written or listening), the next question is how to exploit it. Here language teachers are in familiar territory, but subject teachers

are probably less familiar with the techniques of how to exploit a text for language. One of the first aspects to think about may be the vocabulary – is there any technical or specialist vocabulary that your students need to know for the course or to understand the text? If so then you might want to pre-teach this by getting students to match words to definitions or pictures, or by making a gap-fill. Alternatively, you could help them discover the meanings through the text – helping them to guess meaning from context. Your main activity will probably concentrate on general comprehension of the text. You can do this with comprehension questions, information gaps, jigsaw reading tasks, jumble tasks, or many of the other ideas on the Try section of Teaching English.

Follow-up activities can work on reinforcing the vocabulary taught earlier and developing both language skills and comprehension of the topic.

These activities can include group discussions, individual presentations, making posters and writing about the topic (for homework or in class). A CLIL lesson looks at content and language in equal measure, and often follows a four-stage framework.

- Processing the text.

The best texts are those accompanied by illustrations so that learners can visualize what they are reading. When working in a foreign language, learners need structural markers in texts to help them find their way through the content. These markers may be linguistic

(headings, sub-headings) and/or diagrammatic. Once a 'core knowledge' has been identified, the organization of the text can be analyzed.

- Identification and organization of knowledge.

Texts are often represented diagrammatically. These structures are known as 'ideational frameworks' or 'diagrams of thinking', and are used to help learners categorize the ideas and information in a text. Diagram types include tree diagrams for classification, groups, hierarchies, flow diagrams and timelines for sequenced thinking such as instructions and historical information, tabular diagrams describing people and places, and combinations of these. The structure of the text is used to facilitate learning and the creation of activities which focus on both language development and core content knowledge.

- Language identification.

Learners are expected to be able to reproduce the core of the text in their own words. Since learners will need to use both simple and more complex language, there is no grading of language involved, but it is a good idea for the teacher to highlight useful language in the text and to categorize it according to function. - Learners may need the language of comparison and contrast, location or describing a process, but may also need certain discourse markers, adverb phrases or prepositional phrases. Collocations, semi-fixed expressions and set phrases may also be given attention as well as subject-specific and academic vocabulary.

- Tasks for students.

There is little difference in task-type between a CLIL lesson and a skills-based ELT lesson. A variety of tasks should be provided, taking into account the learning purpose and learner styles and preferences. Receptive skill activities are of the 'read/listen and do' genre. A menu of listening activities might be:

- Listen and label a diagram/picture/map/graph/chart;
- Listen and fill in a table;
- Listen and make notes on specific information (dates, figures, times);
- Listen and reorder information;
- Listen and identify location/speakers/places;
- Listen and label the stages of a process/instructions/sequences of a text;
- Listen and fill in the gaps in a text.

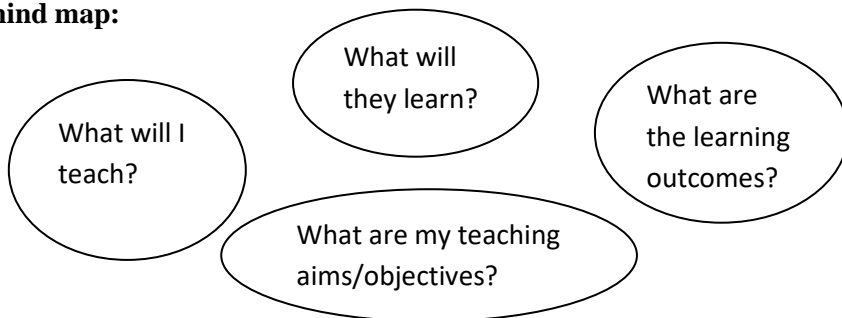
Tasks designed for production need to be subject-orientated, so that both content and language are recycled. Since content is to be focused on, more language support than usual in an ELT lesson may be required.

Typical speaking activities include:

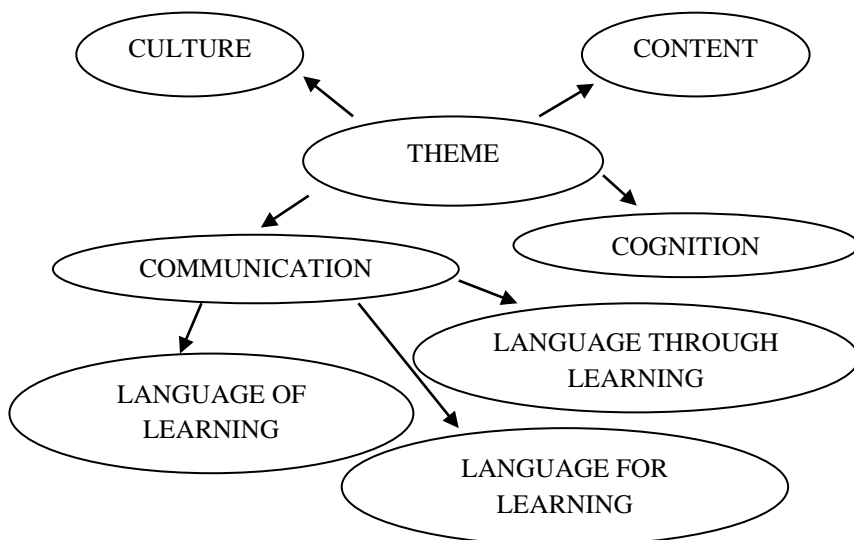
- Question loops – questions and answers, terms and definitions, halves of sentences;
- Information gap activities with a question sheet to support;
- Trivia search - 'things you know' and 'things you want to know';
- Word guessing games;
- Class surveys using questionnaires;

- 20 Questions – provide language support frame for questions;
- Students present information from a visual using a language support handout.

Before starting writing the lesson plan teachers need to make a mind map:



After finding the answers on those questions you will start preparing the unit. In the preparing process you should remember to create lesson activities in order with CLIL principals, for your convenience you can use mind map bellow:



Where, the language of learning (the what) is based on analysis of the language needed for learners to access basic concepts and skills relating to the subject theme or topic. An analysis of the language needed to scaffold content learning will lead to a complementary approach to learning progression, i.e. the use of tenses will not be determined by grammatical difficulty but by functional need demanded by the content.

Language for learning: The development of teaching strategies to scaffold learning must take into account language required for both these processes to operate successfully. In CLIL settings this means learning how to learn effectively and developing skills such as those required for pair work, cooperative group work, asking questions, debating, chatting, enquiring, thinking, memorizing and many others. In CLIL settings using the second language to learn raises the teacher's awareness of learners' linguistic needs and triggers 'tuned-in' strategic language behavior such as comprehensible input, context-embedded language and comprehension checks. Also CLIL fosters fluency rather than grammatical accuracy.

Language through learning (for what): new language which grows from learning to the recycling the language.

Things you should include in your unit:

1. Consider content: creating questions and discussing them with the students

2. Connect content & cognition: given an outline of the content, the next step is to analyze and select the thinking skills, problem solving and creativity which connect with the content.

3. Communication – Defining language learning and using. The next step links the content and cognitive demands with communication, using the *Language Triptych (language of, for and through learning)*. It is perhaps this step which is the most challenging – for subject teachers it demands an awareness of different types of language used for different purposes; for language teachers it requires an alternative approach to language learning and language using without rejecting successful classroom practice. It uses a pragmatic as well as a linguistic approach to developing language through use. It is not built on a grammatical model where progression focuses on a gradation of grammatical concepts, but incorporates grammatical progression from different perspectives. The Triptych starts with the language needed by content. It relates language learning to progression through the conceptual understanding of the content, rather than progression in grammatical awareness typified by learning present tense before past tense and so on. The Triptych does not reject grammar learning but instead approaches it initially through content demands.

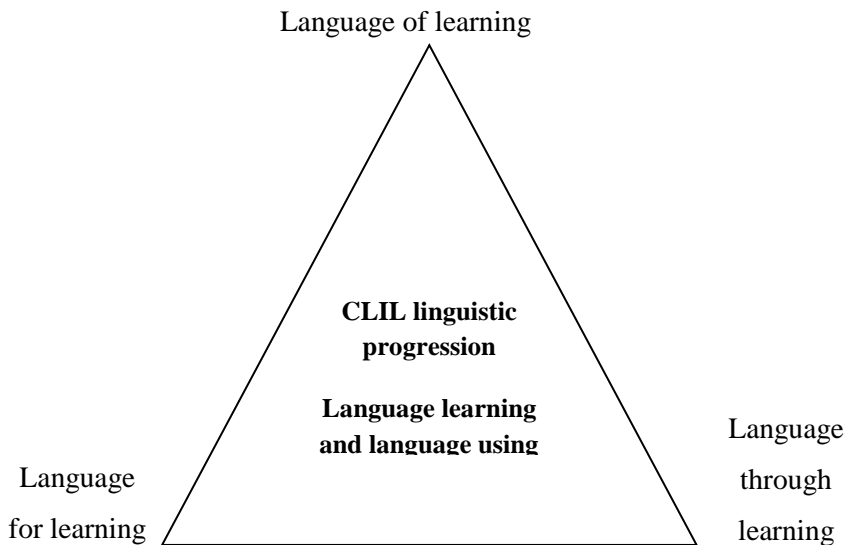
There may be times when specific grammar is needed and teachers will make decisions as to the range of options open; for example, teach the grammar point at the time when it is needed in the CLIL lesson to focus learner attention on the linguistic form; from a content perspective, liaise with the language teacher for its inclusion in a language-learning lesson; integrate the grammar point through different uses across CLIL lessons, adopting a more immersive approach; explore literacy practices across the school for a more integrated approach.

Identifying the language needed to learn in a CLIL classroom demands systematic analysis at the planning stage. The analysis reaches far beyond key words and phrases and other grammatical functions (content-obligatory language, which is necessary if the learner is to participate fully in learning the content). It addresses progression in form and function, process and outcomes, and encourages the creative use of spontaneous language by learners. It involves language practice and language use in the spiral of language progression – as introduced in Chapter 3 – where recycled language is developed further (content compatible language, which allows the learner to operate more fully in the content subject).

It requires an analysis of the linguistic genre – that is, the type of discourse and language which is embedded in different content subjects or themes. An example is the ‘language of science’, which goes far beyond key items of specialized vocabulary of the subject itself (content-obligatory language) and includes an understanding of language needed to operate successfully (report writing, carrying out laboratory experiments and so on – content compatible language).

The Language Triptych

The term ‘triptych’ is used to identify an image consisting of three linked parts. A preliminary activity useful for raising awareness of the linguistic genre associated with particular subjects or themes (in order to identify content-obligatory and content compatible language) is to analyze a written or oral text drawn from the subject field.



5.1. CLIL ACTIVITIES

In the Content Language Integrated Learning process of teaching or studying we can find a lot different activities that can help us to understand better material that we are studying.

What should I do to write my own CLIL materials? Some easy steps:

1. Start off by selecting a subject area e.g. history, science, art. Select this subject area based on your students' interests or something they are covering in another school/college subject class.

2. Next, narrow down the topic to a particular aspect e.g. 'The Romans', 'Making Paper'.

3. Look for a text. Here you'll need to think about the level and also the length (how much time do you want to spend on reading/listening?). Remember, the text doesn't have to be a reading

text; if you have access to a good listening text, then this is fine (there are quite a few interesting listening sites/texts on the Internet).

4. Read the text and familiarize yourself with the content. (You may also wish to discuss the text with someone who teaches that subject).

5. Think about the best way of exploiting the text. Simple comprehension questions, True/False statements, gap-fill.

6. Try and make sure that students don't have to guess: for example, a matching-words-to-definitions activity before the reading is pointless as they either already know the words/meaning, (in which case why are they doing the task?), or they don't and will have to guess. However, this kind of exercise might be good after the reading when they can look at the words in context.

7. Try out the material (either on a colleague – maybe even the teacher of the subject you've chosen! – or on a class) and then rewrite it making it better.

There are some examples:

a) Finish the sentence:

Outline	Learners activate prior knowledge by completing sentences
Thinking skills	Recalling
Language focus	Present tenses, vocabulary
Language skills	writing
Time	10-15 minutes
Level	A2 and above
Preparation	Think of a key word on an aspect of your topic. It must be a word that you can use as the start of a sentence and be a word which learners actually

	have ideas about – i.e. nothing too abstract. Write the word as the start of a sentence 10 times on the board or on a worksheet
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Procedure:

1. Explain to the learners that you want to find out what they already know on the topic you are about to start.

2. Give one following handout (1) to each learner. They have to complete all 10 sentences quickly. Learners should be encouraged not to give up and to complete all the sentences, adding more if possible. If they think harder they will come up with more ideas.

Handout (2). Finish the text.

The winter season

Write a different ending for each sentence. Two examples are already done.

1. The winter season is cold.
2. The winter season has a lot of snow.
3. The winter season.
4. The winter season.
5. The winter season.
6. The winter season.
7. The winter season.
8. The winter season.
9. The winter season.
10. The winter season.

3. Pair the learners and ask them to compare their answers and improve their own, in terms of both ideas and language.

4. Elicit some answers from the whole class, picking up on the ideas which link to you content and language aims.

b) Venn diagram

Outline	Learners complete a Venn diagram
Thinking skills	Remembering, understanding, comparing
Language focus	Simple present tense, past simple tense, vocabulary
Language skills	Writing (brief notes), informal speaking
Time	15 minutes
Level	A2 or above
Preparation	A Venn diagram is a useful tool to focus learners and to activate prior knowledge. It helps to highlight similarities and differences related to a topic. The topic that you are planning to choose should be familiar to learners

Procedure:

1. Give out the Venn diagrams (handout 2) or draw one on the board for students to copy. Students can work individually or in pair.

2. Students write down the similarities between the topics in the middle spaces of the circles and differences in the outer spaces.

3. The teacher walk around and give some hits (asking helpful questions on the topic).

4. Gather the information from the class in one Venn diagram on the board. Encourage learners to use comparatives and linking verbs (*like: Kolya is taller than Vasya; New York is bigger than Ocean City*).

Handout 2 – Venn diagram

A)History

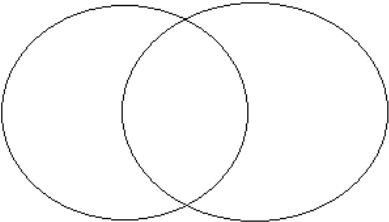


Рисунок 1

There are a lot of different activities that we can use in the CLIL process of teaching and studying, but the most important thing is remembering some main questions that the teacher need to think when he/she preparing the lesson plan or trying to find some materials for his/her learners.

From the teacher perspective we need to have in mind following questions:

STAGES	QUESTIONS
1. Vision on CLIL studying - setting our global goals	<ul style="list-style-type: none"> - Who are the key players needed to form a CLIL teaching team? - How can we communicate and share

	<p>our ideas? Do we have a shared vision for CLIL? If so, what is it? If not, how shall we construct one?</p> <ul style="list-style-type: none"> - What is our ideal classroom and what goes on there? - In an ideal setting, what do we want our CLIL learners and teachers to be able to achieve? - Have we achieved a vision of CLIL which is owned by the group and which prioritizes different elements of our vision? (i.e. What are our global goals?)
<p>2. Context - our models (our school, our students, our goals)</p>	<ul style="list-style-type: none"> - How can we as teachers share our ideas and skills? Is there a leadership support for CLIL? - What are the implications of the support? - Who is involved in the teaching and the learning? Subject teachers? Language teachers? General teachers? Assistants? All of these? - What are the implications of the above for constructing an own CLIL model? (e.g. Which subjects, themes, topics and languages? Which learners, classes?)

	<ul style="list-style-type: none"> - Which are the implications of the above for less capable learners? - Does our CLIL program have a dominant language, subject or citizenship orientation or are these integrated? What are the implications? - How do our global goals impact on our CLIL model? - How do we involve the wider community, such as parents and significant others? - Have we agreed on contextual opportunities and constraints?
<p>3. Unit planning - using 4 CLIL concepts to guide planning a unit of work. Creating our own mind map.</p>	<ul style="list-style-type: none"> - Is there a choice of content? If so, which is the most appropriate for our CLIL setting? - Do we have to use an existing syllabus or curriculum? - How will we select new knowledge, skills and understanding of the theme we teach? - What will the students learn? (i.e. What are the learning outcomes?) - Is progression in learning taken into account?

	<ul style="list-style-type: none">- Do we have to prioritize the content to be included?- How does the content develop our global goal(s)? use a taxonomy of thinking skills such as Bloom's (1956) or Anderson and Krathwohl's (2001) for reference. Which cognitive skills seem to be most appropriate for developments in terms of the content?- Are we encouraging the use of higher-order thinking such as hypothesizing and problem solving as well as lower-order thinking such as remembering, understanding and applying new knowledge?- Which activities or task types are likely to encourage the development of these skills?- How do we deal with the linguistic demands of these tasks to ensure linguistic progression?- What kind of questions must we ask in order to go beyond “display” questions and present students with challenging problem-solving,
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	<p>hypothesizing, analyzing and evaluation tasks?</p> <ul style="list-style-type: none">- What kind of questions do we want our learners to ask?- Have students been given opportunities to discuss their new knowledge and understanding?- How do we know what the students have learned? How are our formative assessment tasks used to inform further learning?- How does/do our global goal(s) fit with developing cognition? what type of language (genre) does this subject or theme use? How shall we ensure learners have access to this?- Define the content-obligatory language, such as key words, phrase and grammatical demands of the unit (e.g. The language of discussing, hypothesizing, analyzing). How is this introduced and practiced?- What kind of talk do learners need to engage in and how do we build in progression over time? (e.g. The
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	<p>extension of the language of discussion over several lessons)</p> <ul style="list-style-type: none">- What is the most effective way of teaching the language of learning? (e.g. Specific tasks, content-embedded practice, grammar rules)- Which of the identified language and skills shall we target for development in this particular unit? What kind of language do learners need to operate effectively in this CLIL unit?- What are the possible language demands of typical tasks and classroom activities? (e.g. How to work in groups, organize research)- How will this be taught?- Which language skills will need to be developed? (e.g. Discussion skills)- How are we developing metacognitive strategies? (learning how to learn, e.g. Reading strategies, comprehension strategies)- How can learning be scaffolded (supported) by the teaching and learning of specific language? (e.g.
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	<p>Language used to seek additional information, assistance, explanation and access to other sources)</p> <ul style="list-style-type: none">- How do students practise their new language and recycle familiar language?- Have we prioritized the language for learning in this unit in relation to the content? (i.e. What students need to know at which stage of the content, e.g. Focus on developing reason, making a case)- Is the language which is used to assess the learning accessible to the learners? what necessary language functions and notions do the students know already? How can these be practiced and extended?- What strategies can our learners use to access new language for themselves?- When new language emerges, how shall we capture and select language for further development?- How can we define language progression in this unit? What different
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	<p>types of cultural implications are there for development in this topic?</p> <ul style="list-style-type: none"> - Can the content be adapted to make the cultural agenda more accessible? - Where is the added value of studying this topic through the medium of another language? What opportunities arise? - How does culture impact on the other Cs?
<p>4. Preparation - questions to find the appropriate materials and tasks for the lesson</p>	<ul style="list-style-type: none"> - Which materials/units are already available? How appropriate are they? - Which resources need adapting and how? - Which resources can be accessed via the Internet? - Are there CLIL materials banks in our region? If not, how can we create them? - How do we extend our repertoire of tasks and activities? - Can we share lesson plan templates across institutions and contexts? - What makes a good CLIL lesson? - How can we ensure cohesion between our teaching aims and the learning

	<p>outcomes?</p> <ul style="list-style-type: none"> - How can we plan for learners progressions noting that, from a holistic view, students are not expected to develop across the 4Cs at the same rate (does this depend on the type of unit)?
<p>5. Monitoring and evaluating - the processes and outcomes are integral to the teaching and learning process.</p>	<ul style="list-style-type: none"> - How can we monitor students progression in their learning? - What kind of formative and summative feedback tasks are built in? - Have we consulted learners about their progress and made it visible? - Have we built in times to revisit the unit mind map?
<p>6. Reflection and inquiry - creating opportunities for classroom inquiry and reflection which promote ownership of a theory of CLIL practice</p>	<ul style="list-style-type: none"> - What methods can we use to evaluate what we have done and identify lessons learned? - How can we feed into the next cycle what was successful and change what was not? - How can we network and share materials with others? - How can we network with other teachers and students outside our school?

	<ul style="list-style-type: none"> - Where can we find more good ideas? - How does this experience enable us to reflect on our professional learning? <p>What works well? What does not, and what must we do as a result?</p> <ul style="list-style-type: none"> - Are we constructing our own theory of practice? If so, can we talk it through?
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5.2. LESSONS PLAN EXAMPLES

Lessons plan examples:

CLIL: Lesson plan.

GLOBAL GOAL: develop spontaneous talk.

UNIT: What are ecosystems?

LEVEL: 4th grade.

TIMING: 2 lessons.

AIMS
<ul style="list-style-type: none"> - to present the content of the unit - to introduce the concept of Ecosystem and its main features - to make learners aware of and build on prior knowledge of ecosystems and living things - to help learners understand that learning can be achieved in a second language - to help learners understand that keeping a record of new words is important (their very own “top ten word chart”)

CRITERIA FOR ASSESSMENT

Teacher, peer- and self-assessment processes will be used to assess how well learners:

- understand ecosystems
- distinguish between different types of ecosystems
- recognize and classify living things - identify how animals adapt
- construct and use a KWL chart (what I know, what I want to know, what I learned)
- contribute to and use the classroom vocabulary chart

TEACHING OBJECTIVES

(what I plan to teach)

Content:

- introduction of the topic
- what ecosystems are
- features of ecosystems them in different contexts
- animal adaptation

Cognition:

- provide learners with opportunities to understand the key concepts and apply them in different context
- enable learners to identify living things in specific ecosystems
- encourage knowledge transfer about living things and predictions using visual images
- vocabulary building, learning and using - arouse learner curiosity
- creative use of language and learner questions

CULTURE		
<ul style="list-style-type: none"> - identify living and non-living things from the ecosystems of their own country and other countries - become aware of the importance of respecting the environment (especially the fact of wasting too much water) - understand that they can learn, no matter which language they are using 		
COMMUNICATION		
<p>Language of learning</p> <ul style="list-style-type: none"> - key vocabulary: plants, language ecosystems, living things, non-living things, pond, savannah, grass, bushes, dry places, wet places, animal adaptation 	<p>Language for learning</p> <ul style="list-style-type: none"> - asking each other questions: What do you know about...? Can you tell me something about? - classifying: The different elements/animals in an ecosystem are..... - comparing and contrasting: The animals living in a savannah are bigger than the ones living in a pond - other: 	<p>Language through learning</p> <ul style="list-style-type: none"> - distinguish language needed to carry out activities - retain language revised by both the teachers and the learners - make use of peer explanations -record, predict and learn new words which arise from activities the learners

	How do you spell...? What does....mean?	
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LEARNING OUTCOMES

(What learners will be able to do by the end of the lesson)

By the end of the unit learners will be able to:

- demonstrate understanding of the concept of ecosystems and its related features
- distinguish between living things and non-living things
- demonstrate that ecosystems include the places and the living things that inhabit them - describe how and why animals adapt
- classify information
- successfully engage in visual matching between concepts and images
- interpret visual information
- use language creatively
- ask and respond to wh- questions about their work
- use a class vocabulary record of new words

6. CLIL'S ADVANTAGES AND DISADVANTAGES

Learners' Advantages of adopting a CLIL approach include:

- Increasing motivation as language is used to fulfill real purposes to learn the substantive material.- It is not the same to learn a language with no real purpose in mind as that as to know a second language, than to have the need to do it. This makes it more purposeful and therefore more motivating for the learner.

- Introducing learners to the wider cultural context.

- Learning a subject such as History makes the learner understand the L2 culture far too much.

- Developing a positive 'can do' attitude towards learning languages.

- Learning not only grammar, but personalizing the language through teaching something meaningful might lower the affective filter.

- Developing student multilingual interests and attitudes.

- Knowing more about a language increases sometimes the learners' interests in different cultures such as the one they are learning the language from. It also broadens their horizons.

- Preparing students for further studies and work.

- Knowing a language and subjects and culture in L2 can increase the learners' opportunities in life.

- Access subject specific target language terminology.
- Which may be difficult otherwise to acquire or even to be exposed to.
- CLIL creates conditions for naturalistic language learning
- By having to communicate in the target language, to fulfill some of the tasks or even to understand the subject is how this kind of learning takes place.
- CLIL provides a purpose for language use in the classroom.
- Since learners need to communicate among each other in order to help cooperative learning.
- It has a positive effect on language learning by putting the emphasis on meaning rather than on form.
- By having non-disposable contents, it focuses on meaning, grammar is embedded. Some of my students absolutely hate grammar learnt as it, so this will help them cope with grammar in a more meaningful way and help them acquire it more than “studying” it.
- It drastically increases the amount of exposure to the target language (Dalton-Puffer, 2007; Dalton-Puffer & Smit, 2007).
- By teaching a curricular subject which is already going to be taught but in the target language, it might double or more the time of exposure to it.
- It takes into account the learners’ interests, needs and cognitive levels.
- As we have read, the level of the learners is closely related not to their level of knowledge of L2 but to their cognitive level, making it

better suited for what they are supposed to know in their own language according to their age.

Teachers' Advantages of adopting a CLIL approach may include:

- The use of innovative methods, materials and e-learning.
- Individual and institutional networking opportunities and professional mobility.- Teachers knowing something more than just a “language”, they are mastering a curricular subject are more likely to get more opportunities and in this case the opportunities might happen abroad because of the reasons just mentioned.

- The development of good practices through cooperation with teachers in other departments, schools and countries.

- Very similar to the last point where the networking takes place but in this case within their community or even abroad.

When we have advantages also we will find disadvantages such as:

- One of the main problem of CLIL is that language teachers lack knowledge on the subjects while subject teacher have minimal knowledge of foreign languages.

- Another main concern is undeniably the lack of materials there is to teach CLIL. Publishing houses have not yet come up with such thing because they will have to be personalized for each country and each subject according to their curricula and culture. Therefore, for a teacher to create their own materials it will be time-consuming and will overload him/her. They would need to personalize them to suit their

learners needs so as to enable them to develop until they are working at high levels of cognitive and linguistic challenge.

- Each country or school has a clear objective when defining a language teaching program. According to Hugh Baetens Beardsmore, no one version of CLIL is “exportable”. It may sound as a disadvantage but this argument just reinforces the notion that CLIL has been purposefully designed by a board of Education or school coordination and should reflect the thought of a National Educational Program. Each country has its own needs, deals with its own reality and will establish its own way of implementing CLIL as a methodology or not.

So, CLIL can be applied taking into account a local reality and it will fit into a particular school context, which is surely an advantage. The possibilities of building an exclusive material are enormous, even the possibility of choosing a weak or strong version of it, according to each needs.

- As in the readings is mentioned, where CLIL is not well implemented, it might be very difficult for students to catch up with a subject in a language they do not have the level to understand.

- It is said that CLIL can be used for non-orthodox linguistic purposes serving as an agent to impose political domination through language. When more traditional languages are the only ones to consider, for example English, is when this argument can be true. However, CLIL can also be a tool for teaching non-dominant languages, spoken by minority groups, such as Sorbian in Germany or Breton in France that are geographically minor languages. An example

of this, is the use of Turkish in Germany technical-professional schools, in subjects such as Economics. In Switzerland, other national languages are taught through CLIL.

- As far as for function, there is a problem between the balance of BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency), as CLIL is mostly focused on an academic subject, there is a tendency on losing BICS towards CALP. But if we can create good lesson plans it might help overcome this problem by creating a nice atmosphere where cooperative learning takes place. These way learners will have to communicate with each other by using an L2 appropriate to sooth their social requirements.

- The linguistic range may be a problem since there are certain subjects where the linguistic range required for learners to use or study is very limited. Therefore, the “amounts” of vocabulary or structures learnt by the students will be limited as well.

Assessment

Create the lesson plan using the framework and helpful steps. The lesson theme can be taken from different areas of studying:

- Mathematics;
- Physics;
- Geography;
- Physical Education;
- Literature;

- Art;
- Biology;
- Chemistry;
- Economics;
- Self-defense;
- History.

ЗАКЛЮЧЕНИЕ

Образовательная программа «Психология и педагогика обучения иностранным языкам» (уровень магистратуры) разработана на основе требований, определенных федеральным государственным стандартом высшего образования по направлению подготовки 44.04.02 Психолого-педагогическое образование.

В учебном пособии **Content Language Integrated Learning (Интегрированное обучение иностранному языку)** собраны все необходимые материалы, которые послужат основой для разработки учебного занятия с учетом основ предметно-языкового интегрированного обучения. Магистерская программа «Психология и педагогика обучения иностранным языкам» в рамках которой, реализуется обучающий курс «Предметно-языковое интегрированное обучение» формирует компетенции в области преподавания основной дисциплины при помощи иностранного языка.

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