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EMBRACING THE POWER OF CLIL

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EMBRACING THE POWER OF CLIL

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PREFACE

Welcome to this textbook, a comprehensive guide exploring the fascinating world of Content and Language Integrated Learning (CLIL). These pages deal with the theory, practice, and potential of this innovative educational approach that has gained prominence in classrooms worldwide.

CLIL, an acronym for Content and Language Integrated Learning, represents a paradigm shift in language education. It goes beyond the traditional boundaries of language instruction by seamlessly integrating subject content and language learning. By doing so, CLIL offers a powerful pedagogical framework that enriches students‘ educational experiences, develops their language proficiency, and enhances their understanding of various subjects.

In today‘s interconnected and globalized world, proficiency in multiple languages and a deep understanding of diverse subjects are becoming increasingly vital. CLIL presents a holistic approach to education, connecting language and content learning in a symbiotic relationship. It enables students to acquire the skills and knowledge of specific subjects and the ability to communicate effectively in a second or foreign language.

This textbook serves as a comprehensive resource for educators, pre-service teachers, and language enthusiasts who seek a deeper understanding of CLIL and aspire to implement it effectively in their classrooms. It is designed to equip you with theoretical insights, practical strategies, and diverse examples that illustrate the richness and potential of CLIL instruction.

Throughout these pages, you will explore the key principles and foundations of CLIL, gaining insight into how to identify suitable content, set language objectives, and seamlessly integrate language and subject matter. The textbook involves the particulars of designing CLIL lessons, providing you with a repertoire of activities, instructional techniques, and assessment strategies to create an immersive learning environment.

Furthermore, this textbook examines the benefits of CLIL, including its positive impact on students‘ language proficiency, critical thinking skills, intercultural competence, and motivation to learn. It explores how CLIL fosters collaboration, inquiry-based learning, and the development of higher-order thinking skills.

Now, let us get on this CLIL adventure together, exploring the power of integrating content and language, and envisioning a future where education goes beyond borders, empowering learners to succeed in our interconnected world.

Enjoy the journey!

“You can never cross the ocean until you have
the courage to lose sight of the shore”.
André Gide

INTRODUCTION

In this dynamic textbook, we invite you to delve into an educational approach that combines subject content and language acquisition, fostering a new field of interconnected learning.

The chapters ahead are designed to equip educators, students, and learners with a comprehensive understanding of CLIL and its transformative impact. Whether you are new to CLIL or seeking to deepen your knowledge, "Embracing the Power of CLIL" serves as your guide to unlocking the potential of integrated learning.

Particular chapters explore the origins and evolution of CLIL. Delve into the roots of this approach and gain insights into its overarching educational philosophy. The second chapter unveils the structural framework of CLIL, outlining the key components that comprise the effective integration of content and language. Discover how to connect subject matter and linguistic development. The third chapter delves into the theoretical foundations shaping CLIL's interactive and collaborative learning environment. Subsequently, you will learn the practical steps of implementing CLIL in your classroom. This chapter provides educators with strategies, best practices, and real-world examples to facilitate successful integration.

The first part of the textbook is finished with a reflection on the insights gained so far and cements the foundational principles that underline CLIL's methodology. Afterwards, you can test yourselves to evaluate your progress and identify areas for further exploration.

Beginning with Chapter 7, you will immerse yourself in the art of crafting engaging CLIL lessons. Gain practical skills in designing integrated lesson plans that promote holistic learning experiences. Then, in the following Chapter tailor your CLIL journey with this comprehensive guide to creating materials for listening, writing, speaking, and reading. Enhance language skills within the context of subject content.

Finally, discover the integration of technology and CLIL. Explore digital tools that develop the impact of CLIL lessons, enhancing engagement and fostering 21st-century skills. As we stand on the border of technological advancements, learn how AI can support CLIL instruction. Understand the symbiotic relationship between AI and the power of integrated learning.

Throughout "Embracing the Power of CLIL," you will meet a number of insights, strategies, and practical tools that enable you to create a continuous fusion of content and language instruction. Prepare to get on a transformative journey that revolutionizes education, enriches learning experiences, and prepares students for a globally interconnected world.

BASIC TERMINOLOGY

- CLIL
- a foreign language (EFL)
- a second language (ESL)
- a bilingual language
- a target (vehicle) language
- a language education
- a subject education
- a teacher's education
- a teacher development
- BICS
- CALP
- disciplinary literacy
- bi/multilingual disciplinary literacy

Some of these terms you have already studied within the subject Didactics of English language. Let´s look at some of them as a brainstorming activity.

ACTIVITY 1

You have already studied and discussed the basic terms below before. Discuss them in pairs or groups again and answer the following questions:

- a foreign language/education
- a second language/education
- a bilingual language/education

A) What are the differences between them?
B) What is the exposure of students to a foreign language, a second language, and a bilingual language?

For answers, go to the following page.

All three terms are often used to describe different language learning contexts and proficiency levels. So, look at their meaning.

1. **Foreign Language** – refers to a language that is not generally spoken in the learner's native country or among the population. It means that the primary purpose of learning a foreign language is to develop the ability to understand and communicate with speakers of that language in specific situations, such as for travel, business, or cultural discovery. For example, a native Slovak speaker learning English in the United Kingdom would consider English a foreign language.
2. **Second Language** – is a language that is learned in addition to the learner's native language(s). The difference between a second and foreign language lies in the learner's context and exposure to the language. If the learner is living in an environment where the language is spoken by a significant portion of the population, and there are opportunities for immersive language use, it is often referred to as a second language. For example, there are several native languages in Nigeria. At the same time, English is also used as a means of communication among the Nigerians who come from different ethnic backgrounds, and hence speak different languages as their mother tongues. It is a lingua franca used for intercommunication, education, government, business affairs, etc., by people of different native linguistic backgrounds. Another example – English is also a second language in the United States for those Americans whose mother tongue is Spanish, Polish Chinese, etc.
3. **Bilingual Language** – bilingualism refers to the ability to use two languages proficiently. A bilingual individual is someone with a high proficiency level in two languages. The term "bilingual language" is not commonly used, as it may be redundant. Bilingualism can be achieved through various means, such as growing up in a bilingual household, attending bilingual schools, or actively learning and using two languages in different contexts. Being bilingual means having the ability to understand, speak, read, and write in two languages.

It is important to note that these terms can be intersected or modified depending on the specific context and definitions used. For instance, what is considered a foreign language for one person may be a second language for another, depending on their exposure and environment. Additionally, the terms "second language" and "bilingual" can have different connotations and interpretations in various educational and linguistic contexts.

As for the extent to which students are exposed to a foreign language, second language, or bilingual language depends on several factors, including the educational context, instructional approach, and individual language learning goals. Here are some general considerations:

1. **Foreign Language Exposure:** In the case of learning a foreign language, students are typically exposed to the language within a structured learning environment, such as language classes or courses. The exposure to a foreign language (L2) may vary in terms of frequency, duration, and intensity. Students may have limited opportunities for immersive language use outside of the classroom, and their exposure to authentic language materials and native speakers might be more limited. For example, in Slovak schools, students are usually exposed to L2 for 45 minutes, from 3 up to 5 days a week.
2. **Second Language Exposure:** Students often have greater exposure opportunities for learning a second language than a foreign language. Depending on the context, students may be living in a community where the second language is spoken as the dominant language. This allows for regular interaction with native speakers and immersion in the language outside the classroom. The exposure can occur in various settings, including school, work, social activities, and daily life, enabling more authentic language use and opportunities for language acquisition. To sum up, a student is exposed to L2 both inside and outside the classroom all the time.
3. **Bilingual Language Exposure:** In the case of bilingual language learning, students are typically exposed to both languages throughout their educational journey. Bilingual language exposure can occur in various settings, such as bilingual schools, classrooms, or bilingual communities. Students may receive instruction in multiple languages and have regular opportunities to interact with speakers of both languages. The exposure to each language may be more balanced, allowing for the development of proficiency in both languages.

Please consider that the various language exposures mentioned above also depend on the individual's language learning path, motivation, and engagement. Some students may look for additional exposure opportunities outside of formal education, such as through language exchange programs, cultural events, or media consumption in the target language. Personal commitment to language learning and engagement with native speakers can enhance exposure and overall language proficiency.

Finally, the level of exposure to a foreign language, second language, or bilingual language varies based on the educational context, access to language resources, immersion opportunities, and the learner's own initiative in seeking out language exposure beyond the classroom.

CLIL – as it is mentioned in the introduction section, the CLIL abbreviation stands for Content and Language Integrated Learning. It is an educational approach that combines the teaching of a subject, such as science, history, or mathematics, with the learning of a second or foreign language. The primary goal of CLIL is to develop both subject-specific knowledge and language proficiency simultaneously. In a CLIL classroom, the language of instruction is not the

learners' native language but rather the **target language** (also known as a **vehicle** language) they are trying to acquire. For example, if students are learning English as a foreign/second language, the teacher may deliver lessons in English while teaching a specific subject. This approach provides learners with opportunities to use and practice the target language in a meaningful and authentic context.

CLIL has gained popularity in many educational systems worldwide as it offers several benefits. It enhances students' language skills, content knowledge, critical thinking abilities, and intercultural competence. Additionally, CLIL promotes a more engaging and immersive learning experience, as students actively participate in activities that integrate language and content learning.

Teachers implementing CLIL often design lessons incorporating interactive tasks, group work, hands-on experiments, projects, and discussions to simultaneously foster language development and subject understanding. They also focus on teaching specific language features relevant to the subject matter, such as subject-specific vocabulary, language functions, and discourse patterns.

Overall, CLIL provides a holistic approach to education by bridging language and content learning, enabling students to acquire knowledge and language skills in an integrated and meaningful manner.

For more information about CLIL, go to page 24.

BICS and **CALP** – abbreviations that you might have never seen. For better understanding, look at the following task first.

ACTIVITY 2

In the short text above is mentioned that CLIL combines the teaching of a subject together with a second/foreign language and that CLIL education focuses on the subject matter and subject-specific vocabulary. In spite of the fact, we are just in the beginning of learning about the CLIL methodology, watch the video below (click on the link). The video consists of two parts. Identify basic differences between both parts and answer the questions below:

A) Is the English language for a student her native language or a second/foreign language? Justify your answer.
B) What is the context of the first half of the discussion in the video? What language do they both use?
C) What is the context of the second half of the discussion? What language is a student supposed to use?

VIDEO 1: LINK

While watching the video, you may have noticed two different conversations. During the first half of the conversation, a student communicates with a teacher on a common topic, for example, they ask each other where they are from, what food they like, etc. The second part of the dialogue is more specific – where energy comes from. Here you could notice that the student was not so confident to answer the teacher´s question. Why is it so? They apply two different communicative skills in a foreign language:

BICS – stands for Basic Interpersonal Communicative Skills. It refers to the language necessary for day-to-day living, including conversations with friends, and informal interactions. Students develop it during traditional English language classes via classroom tasks to develop English language proficiency. BICS is cognitively undemanding language, it is easy to understand, deals with everyday language and occurrences and uses a simple language structure. This is evident in the first part of the video.

CALP – stands for Cognitive Academic Language Proficiency. It refers to more formal and abstract language necessary to understand and discuss the content in the classroom. It is cognitively demanding language that relates to abstract concepts, has specialized vocabulary, and uses a more complex language structure. CALP development takes a longer time and requires explicit instruction and extensive exposure to academic language and content. It is applied in the second part of the video.

The distinction between BICS and CALP was introduced by Cummins (1979, 1981a), a renowned researcher in the field of language acquisition. His research led foreign language teachers to a better understanding of language ability and expectations of students in order to develop not only their conversational fluency but also fluency in more technical and academic language.

ACTIVITY 3

Watch the video again and focus on both BICS and CALP.

Discuss how the student feels about using a specific vocabulary. Explain your opinion.
The video has two different focuses. The first one is an example of a common conversation in the English language, while the second one deals with a specialized vocabulary. Within what subjects do learners study these language structures in Slovak schools?

VIDEO 1: LINK

Disciplinary literacy – is currently a term that substitutes and updates the previously used abbreviation CALP. Similarly to the CALP term, disciplinary literacy also refers to the ability to read, write, and communicate effectively within specific academic disciplines or subject areas, however, disciplinary literacy goes beyond basic conversational skills and helps learners engage with and understand discipline-specific texts, discussions, and writing tasks, enabling them to become active participants in academic discourse and critical thinkers within their areas of study.

This term is not so new. It has been used for a couple of decades but by issuing the publication *"Reading for Understanding: Toward an R&D Program in Reading Comprehension"* (RAND, 2002), it has become widespread and adopted in many educational settings. Its development and implementation vary across educational systems and contexts, but the key goal remains the same: to equip students with the language skills and knowledge necessary for academic success in various disciplines.

To understand this term more, here is an example: a teacher plans an activity on a close reading of the complex text within a specific subject (e.g. physics, science) through which students learn to analyse and interpret challenging texts, identify key ideas, and extract relevant information. Teachers provide guidance and support in understanding the disciplinary-specific features of the texts, such as scientific diagrams, historical primary sources, or mathematical equations. Subsequently, the teacher teaches and reinforces discipline-specific vocabulary from the text to students. For instance, the teacher may introduce and explain terms like "photosynthesis," "mitosis," or "Newton's laws of motion." This helps students understand and use the specialized language of the discipline, enabling them to comprehend and communicate scientific concepts effectively. It is up to you what term you decide to apply, whether BICS and CALP or disciplinary literacy. The point is to be familiar with all of them.

Bi/Multilingual disciplinary literacy – disciplinary literacy emphasizes the development of language skills and knowledge specific to various academic subjects such as mathematics, physics, history, or geography. We have to understand that these language skills students have to acquire in their mother tongue, too. Specific academic disciplines or subject areas occur in common subjects of each national curriculum (science, mathematics, biology, etc.) and discipline-specific texts are something students are supposed to master. Likewise, bi/multilingual disciplinary literacy works the same way. It refers to the application of disciplinary literacy principles and practices in educational contexts where students are learning in multiple languages or are bilingual. It means that students are taught the academic language and vocabulary in both their native language and the language of instruction (second/foreign language). This includes building literacy skills, comprehension strategies, and writing abilities in multiple languages.

Language education – this term is covered in many definitions. Basically, it refers to the process of teaching any foreign/second language during which a teacher applies various approaches, methodologies, activities, and techniques to develop learners' language skills, including speaking, listening, reading, and writing, as well as cultural understanding and communication proficiency.

Subject education – refers to both teaching and learning of specific academic subjects (e.g. history, mathematics, etc.). Its goal is to:

- develop learners' knowledge of the specific content within the particular subject area, subject-specific skills and competencies (e.g. critical thinking, problem-solving, etc.),
- develop the language and literacy skills specific to each subject (e.g. subject-specific vocabulary, reading comprehension strategies),
- foster disciplinary thinking and methods within each subject area (e.g. to conduct investigations, and use appropriate tools or technologies),
- help learners apply acquired knowledge to real-world contexts or other subject areas.

Teacher education – refers to the process of equipping pre-service teachers with the knowledge, skills, and competencies necessary to become a teacher. Teacher training or teacher preparation programmes involve three important goals:

- pedagogical and psychological knowledge (to develop a deep understanding of teaching and learning processes),
- subject matter knowledge (to develop a deep understanding of the subjects they will teach, including the latest research and developments),
- classroom management skills (to develop skills in maintaining discipline, establishing routines, managing behaviour, and fostering a supportive and inclusive classroom culture).

Teacher development – being a teacher is an ongoing process and every teacher should extend the initial preparation via various professional development activities, including, organising or participating in workshops or conferences, doing courses (online or face-to-face), etc. The lifelong learning (further learning) plays a crucial role in shaping the quality of teaching and promoting student learning outcomes.

1 FOUNDATIONS OF CLIL DEVELOPMENT

Let´s look at where it all started. This is the place to learn more about the history of CLIL. What you already know so far is the fact that CLIL is an educational approach that integrates the teaching of a non-language subject with the teaching of a second or foreign language. It aims to develop both content knowledge and language proficiency simultaneously. CLIL refers to a predominantly European model designed mainly for primary and secondary education which adopts "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Marsh, Frigols Martín, 2012, p. 911) with English as the dominant target language of instruction (Pérez, 2012).

And why the "European model"?

Sometime, in the 1990s, David Marsh, a language educator and expert on multilingualism and bilingual education, and Anne Maljers, an educational researcher, coined the term CLIL. Their original aim was to use the term to describe an approach that integrated language and content learning in educational settings. Since that time, the CLIL approach has undergone many updates and upgrades and has become popular throughout the whole of Europe and adopted by many teachers in primary and secondary schools.

Maybe you ask yourselves, what preceded the introduction of the CLIL term? Was it of a sudden? No, definitely not. Even though Marsh has never explicitly mentioned he was inspired by the Canadian immersion programmes, he was influenced by them, and it led him to adapt them to European conditions. It resulted in the CLIL approach.

By the way, do you know what the **"Canadian immersion programme"** refers to?

First, we need to understand the term "immersion programme". Well, simply said, it is an educational approach where students are fully immersed (engaged) in a second/foreign language (L2) with a goal to develop their proficiency in the L2 through an active language used in various subject areas.

And why Canadian?

Let´s think about the number of official languages in Canada.
What are they?

Yes, Canada has two official languages – English and French. It means that Canadians are supposed to learn two languages simultaneously and achieve language proficiency, at best, at the same level.

So, let´s get back to the question of why David Marsh was influenced by the *Canadian immersion programmes.*

Well, the policy decisions in Canada in the 1960s forced to set of bilingual education with the aim to foster the acquisition of French as the second official language of the country.

The first immersion programmes appeared in Quebec, Canada when in 1965, a group of English-speaking parents wished to see their country become truly bilingual (English and French). They persuaded the authorities in Quebec to try out a programme of language immersion for their children starting in nursery school to be able to plunge into a French language environment. The aim was to have most subjects in French, with a French-speaking teacher and some lessons taught in the English language as the first language (Brewster, Ellis, Girard, 1992). This method proved to be sufficiently effective for all the other English-speaking provinces of Canada to launch their own French language immersion programmes, following the model used in the Montreal suburb.

1.1 European initiatives

As mentioned in the previous part, CLIL represents a predominantly European model to develop both content knowledge and language proficiency. It proves the fact that CLIL gained significant momentum in European countries, driven by initiatives from the *European Commission and the Council of Europe.*

The European Commission (EC) has been actively promoting multilingualism and language learning across Europe. It resulted in the publishing of a document titled *"A Handbook for Curriculum Development and Teacher Training: The Language Dimension in All Subjects"* in 2004 which highlighted the benefits of the CLIL implementation and emphasized its importance as a pedagogical approach. Moreover, EC introduced an appeal to sharpen the focus on employment-related aspects of language learning with the aim of modernising education systems and quality assurance built on learning outcomes. All information is available in the *"Languages for Jobs"* initiative (European Commission, 2010).

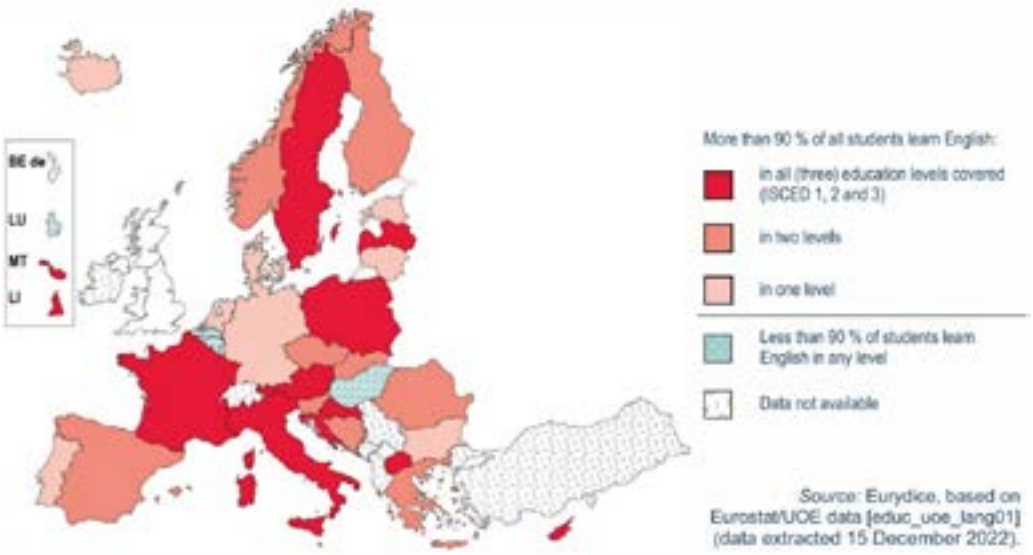
Furthermore, the Council of Europe published in 2001 *Europe's Common European Framework of Reference for Languages* (CEFR) which provides a common framework for language learning, teaching, and assessment across Europe. It acknowledges CLIL as a valid approach to language learning and suggests integrating language learning with other subjects. All information about CEFR is on its official website www.ceo.int. It is one of the very useful websites that should be part of your profession.

Finally, it is important to mention that the English language is the most common vehicle language used in the CLIL programmes. It also demonstrates the survey published in 2023 by the European Education and Culture Executive Agency with the title *"Key data on teaching languages at school in Europe"*. It monitors the policy development in the field of foreign language education in schools in Europe. It covers 39 education and training systems in the 37 member countries of the Eurydice Network (the 27 European Union Member States and Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, North Macedonia, Norway, Serbia and Türkiye). Information was collected through a questionnaire and completed in January and February 2022, and it included various regulations, recommendations, curricula and other documents issued by education authorities in the organizations concerned. The reference school years were 2020/2021 and 2021/2022.

Gathered data in the report demonstrate that English is the most learned foreign language at schools, from a younger age. The following Figure below shows that more than 90% of students learn the English language in almost every country in at least one educational level. Specifically, it means, that students in France, Croatia, Italy, Cyprus, Latvia, Malta, Austria, Poland, Sweden, Liechtenstein and North Macedonia learn English at all levels of education. In addition, in the Czech Republic, Greece, Spain, Romania, Slovenia, Slovakia, Finland, Bosnia

and Herzegovina, and Norway more than 90% of students study English at two educational levels and finally, in the last eight countries, Bulgaria, Denmark, Germany, Estonia, Lithuania, the Netherlands, Portugal and Iceland, English is studied in one level.

So, when you study the map carefully, you can see that CLIL programmes are included in two levels in the Slovak schools – primary and secondary.



(Source: European Education and Culture Executive Agency, Eurydice.2023. Key data on teaching languages at schools in Europe)

1.2 Pioneering Countries

CLIL as a European model, has been introduced in several European countries that started implementing CLIL in their educational systems. Here are some of the pioneering countries and approximate timeframes when CLIL was first introduced:

1. **Spain** comprises 17 autonomous regions (e.g. Basque Country, Catalonia, Galicia, Valencian community, etc.) and that points to vast diversity in languages spoken. People speak either only Spanish, or they prefer predominantly co-official regional languages (mainly Basque, Catalan, Galician or Valencian) and Spanish is used only occasionally. It resulted in the disability to properly use the Spanish (official) language. Due to this fact, CLIL programmes have been implemented in mainstream schools (in the 1990s) with the aim of enhancing language learning and promoting bilingualism among students (Lasagabaster, Ruiz de Zarobe, 2010).
2. **The Netherlands** is also a country with more than one official language – Dutch and Frisian (spoken in the North of the Netherlands). In addition, English also occupies a prominent position in society, such that the question has been raised as to whether it should be considered more of a second than a foreign language. So English is a core subject taught to all secondary school pupils, while they are usually offered a choice of other foreign languages (German, French, Spanish or Mandarin). The region has a bilingual education system that emphasizes the use of official languages as the languages of instruction. Subsequently (in the 1990s) CLIL programs were introduced to enhance language learning and maintain the value of the local language, as well as to develop students' bilingual proficiency (Mearns, Graaff, 2018).
3. **Belgium.** Although Belgium can be considered a multilingual country on a societal and governmental level, comprising four official linguistic regions (the Dutch-speaking region, the French-speaking region, the bilingual region of Brussels-Capital and the German-speaking region), education is still largely set up as monolingual by each of the three "language community" governments, with languages traditionally being taught in foreign language classes. The government recognized the importance of language learning and aimed to enhance language proficiency, particularly in English, to meet the demands of globalization (Hiligsmann et al., 2017).
4. **Finland** began implementing CLIL programs in the late 1990s due to David Marsh (a person who coined the term CLIL). The country's educational system is known for its strong emphasis on multilingualism and language learning. CLIL in Finland involves a number of vehicular languages, English, French and German in particular. CLIL programs were introduced to further promote language acquisition while integrating subject knowledge (Marsh – Haataja, 2007; Nikula – Skinnari – Mård-Miettinen, 2022).

5. **Sweden** started implementing CLIL programs in the late 1990s and early 2000s. Moreover, Sweden has become an increasingly multicultural country over the past twenty years due to a higher number of students with an immigrant background (23 % in primary schools and 25% in upper-secondary schools). Although English is often the target language in schools, teachers might code-switch into Swedish to translate or explain something to the students. Thus, CLIL has become an adequate tool to help, mainly immigrant students, acquire the Swedish language (Hultgren Korkis, 2020).

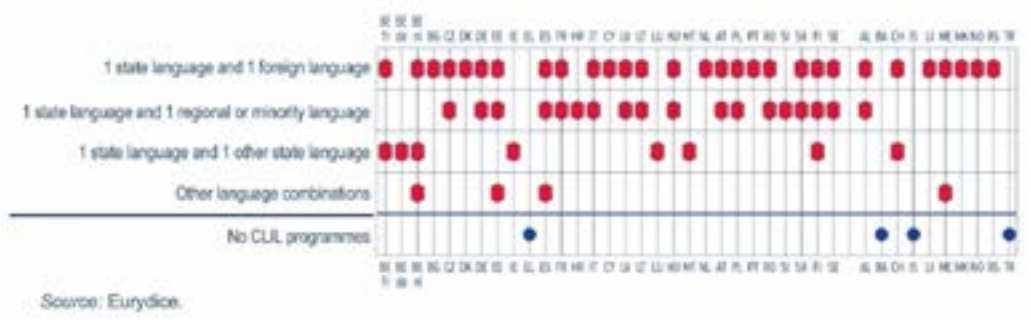
Of course, there were other European countries that started integrating language learning with subject matter instruction as a means to promote intercultural understanding and prepare students for intercultural encounters. Furthermore, the aim was to foster open-mindedness, tolerance, and a global perspective among students. It is important to note that while these countries were pioneers in implementing CLIL, the specific introduction of CLIL programs may vary within different regions or educational institutions within each country. Additionally, CLIL has since spread to many other European countries (e.g. Germany, Italy, Austria, Slovakia, etc.) and has become a recognized approach to language education and content integration in numerous educational systems.

Based on a report published by European Education and Culture Executive Agency in 2023, "Key data on teaching languages at school in Europe", CLIL in Slovakia is provided mainly in primary education. This data refers to actual CLIL provision in the school year 2021/2022:

Instruction through different languages and the ISCED levels concerned		
Language status	**Languages**	**ISCED level**
1 state language + 1 foreign language	Slovak + English / French / German / Italian / Russian / Spanish	1 – 3
1 state language + 1 regional/minority language with official language status	Slovak + German/ Romany/ Rusyn	1 – 2
	Slovak + Ukrainian	1 – 3

(Source: Eurydice report, 2023)

Most other European countries, including Slovakia, prefer the most widespread type of CLIL programme which involves learning a subject/subject area in three different language combinations – either state language and English, or state language and French, or state language and German. Then there are education systems that prefer the implementation of the CLIL programme in a state language together with a regional or minority language. Finally, countries with several state languages (e.g., Belgium, Ireland, Luxembourg, Malta, Finland and Switzerland) apply another type of the CLIL program where different subjects are delivered in two state languages.



(Source: European Education and Culture Executive Agency, Eurydice, 2023. Key data on teaching languages at schools in Europe)

1.3 Prominent researchers on CLIL

This last subchapter is dedicated to mostly cited researchers who have made significant contributions to the field of CLIL. While it is challenging to highlight all of them, here are a few prominent researchers who have been actively involved in CLIL research:

1. **David Marsh** is widely regarded as one of the pioneers of CLIL. He has conducted extensive research on CLIL implementation, language development, and pedagogical approaches. Marsh's work has been influential in shaping the theoretical foundations and practical applications of CLIL.
2. **Do Coyle** is a renowned researcher and educator in the field of CLIL. She has contributed significantly to the understanding of CLIL pedagogy, teacher training, and the development of CLIL frameworks and assessment practices. Coyle's work emphasizes the importance of language and content integration and the role of scaffolding in CLIL classrooms.
3. **Tarja Nikula** is a prominent researcher known for her contributions to the study of CLIL and multilingual education. Her research focuses on language development, teacher beliefs and practices, and the sociocultural aspects of CLIL implementation. Nikula's work provides valuable insights into the complexities of CLIL classrooms and the dynamics of language and content learning.
4. **Peeter Mehisto** is a leading researcher and author in the field of CLIL. He has conducted extensive research on various aspects of CLIL, including language assessment, curriculum design, and teacher professional development. Mehisto's work provides practical guidance for implementing CLIL programs and addressing challenges in diverse educational contexts.
5. **Christiane Dalton-Puffer** is a prominent CLIL researcher known for her work on language use, discourse analysis, and language development in CLIL classrooms. Her research has contributed to the understanding of how language is used in content instruction and the impact of CLIL on students' language proficiency and cognitive abilities.
6. **Fred Genesee** is a renowned researcher in bilingual education, including CLIL. His work has focused on language acquisition, bilingualism, and the cognitive benefits of bilingual education. Genesee's research provides insights into the language development processes in CLIL contexts and the advantages of bilingual education approaches.

It is important to note that the field of CLIL research is dynamic and constantly evolving, with contributions from a wide range of researchers worldwide. Other notable researchers who have made significant contributions to CLIL include Ana Llinares, María del Pilar García Mayo, Yolanda Ruiz de Zarobe, Carmen Muñoz, and many others. Their collective efforts have helped shape the understanding and implementation of CLIL in educational contexts globally.

We cannot omit the Slovak researchers who have been dealing with CLIL intensively – Silvia Pokrivčáková, Danica Gondová, Ľudmila Hurajová, Elena Kováčiková, and many others.

This list of researchers you may find useful in case you decide on CLIL as your future final thesis ☺

ASSIGNMENT 1

Watch the videos below as self-study material for the following lesson and get ready for the questions to discuss:

1. How did David Marsh become involved with CLIL?
2. What is David Marsh´s advice to teachers intending to initiate CLIL at schools?
3. How does Prof. Do Coyle define CLIL?
4. Why is CLIL beneficial for teachers according to Prof. Do Coyle?

VIDEO 2: LINK
VIDEO 3: LINK
VIDEO 4: LINK

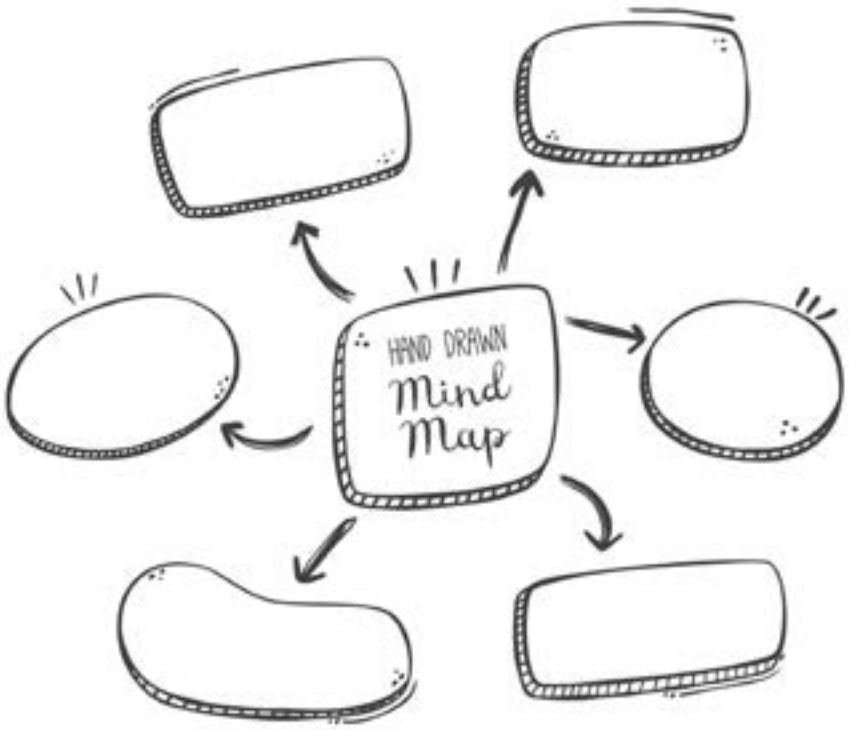
2 FRAMEWORK OF CLIL

Based on the previously provided information, you understand that the CLIL approach has gained significant recognition and popularity and has become increasingly prevalent in European educational settings.

Now, it is time to be more specific and learn about the key principles of CLIL implementation.

ACTIVITY 4:

Brainstorming. Use a similar mind map as you can see below and fill in as much information about CLIL as possible, based on knowledge you have so far. Use the information from videos in "Assignment", too.



2.1 CLIL definitions

So, what is CLIL? How do the researchers define it?

You already know who the significant researchers and prominent authors dealing with CLIL are. Here are some definitions they have ever come up with:

David Marsh (2002), the pioneer of CLIL defines it as a way that
"CLIL refers to educational situations in which an additional language is used for the learning and teaching of both content and language".

Another renowned researcher and educator in the field of CLIL,
Professor **Do Coyle** (2005), says
"CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language".

Yolanda Ruiz de Zarobe and Rosa María Jiménez Catalán (2009), both Spanish leading researchers and authors in the field of CLIL, summarized the definition as
"CLIL is an educational approach in which curricular content is taught through a foreign language, with the aims of both learning content and developing language proficiency".

María Luisa Pérez Cañado (2017), another respected professor from Universidad de Jaén in Spain sums it up in the following way,
„CLIL refers to a teaching approach in which a second or foreign language (L2) is used as a medium of instruction to teach both content and language simultaneously".

Researchers **María Luisa Villanueva** and **Carmen Muñoz** (2020) utter that
"CLIL is an educational approach in which an additional language is used as a medium for the teaching and learning of both content and language".

Last, but not least, it is necessary to mention a definition of a Slovak researcher, **Elena Kováčiková** (2020), from a university in Nitra, who has also been dealing with CLIL methodology for a long time.
She summarizes it followingly,
"CLIL offers an interdisciplinary approach in teaching content through the language and by introducing scaffolding techniques it brings its fruits through language acquisition within content topics at the same time".

ACTIVITY 5

Read all definitions above again and try to come up with your own definition that characterizes CLIL. Additionally, you can do some online searches on CLIL definitions.
You can work on your own or in pairs. Present your definition in the class and provide arguments for why your definition is the best one.

2.2 Structure of CLIL

Let´s pay attention to the core structure of CLIL. In this subchapter, we are going to deal with one of the most important principles of implementing CLIL. As Do Coyle says in the video you have already watched and discussed (see video 4 in Assignment 1, page 21):

"... teacher who is teaching their content or their subject through another language has to make it accessible to all learners and therefore the way it is taught tends to be more accessible – there is more use of digital tools and visual literacies are really important. So, it means that some of the learners who may not be linguistically very able or who might be struggling with the content, actually have a different experience in terms of accessing the curriculum...".

How do you feel about these thoughts? How do you understand them?

It is one of the crucial moments if a teacher intends to implement CLIL – it has to be accessible to ALL learners. Maybe you ask WHY it is so important.

Let´s respond with a question: *Have you ever heard what requirements the applicants for a bilingual school in Slovakia have to fulfil?*

Go to **Appendix 1** and read the example of requirements for applicants in one bilingual school in Bratislava, Slovakia.

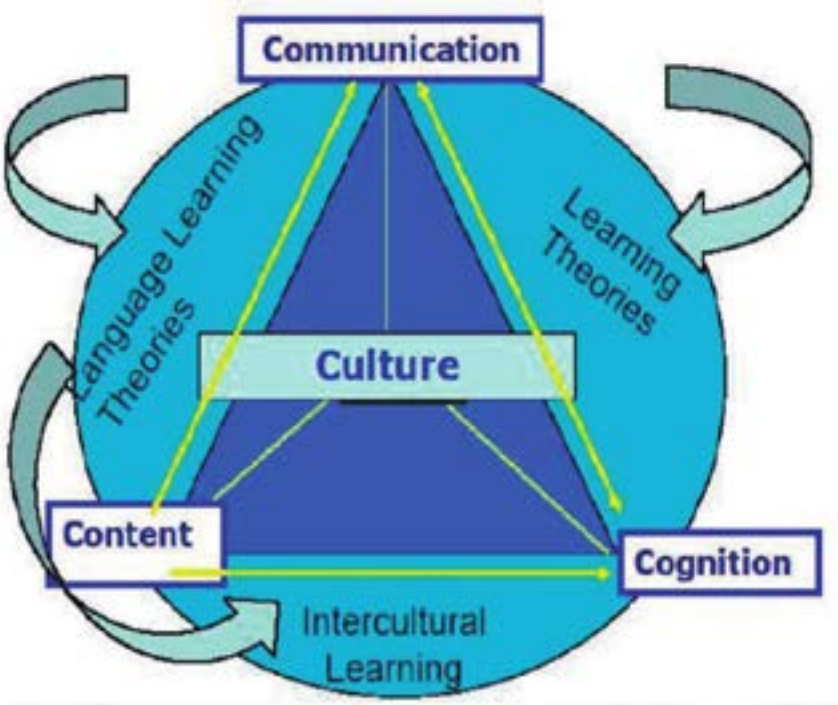
Among all requirements, there is one important: *"...sensitivity to foreign languages, ability to analyse unfamiliar language, auditory disposition for language learning, verbal reasoning, vocabulary...".*

So, the most important abilities potential bilingual learners should acquire are **language** and **literacy competence**. Honestly, adults and also children have different cognitive skills (the core skills your brain uses to think, read, learn, remember, reason, and pay attention). Some children are excellent at technical subjects, the others at languages, for instance.

Therefore, CLIL gives a chance to ALL learners to acquire the content of a subject matter in a foreign language, even though they are not so linguistically able.

CLIL = HELP = HOPE

And now we can look at the way to make it accessible to all learners and what we should know about CLIL.
The original CLIL framework (structure) was developed by Do Coyle, Hood and Marsh (2010) as the key principle for lesson planning. It involves four contextualized building blocks: content (subject matter), communication (language learning and using), cognition (learning and thinking processes) and finally culture (developing intercultural understanding) Each "C" refers to a different component and all of them should be integrated into CLIL lesson.
4Cs Framework of CLIL



Source: LINK

As you can see above, ´The 4Cs Framework of CLIL´ demonstrates the interrelationship of the fundamental CLIL constructs between content (subject/ topic), communication (language), cognition (learning and thinking), and culture (intercultural awareness).

2.2.1 Content

Generally, it refers to learning some particular academic subject matter from the traditional school curriculum, such as mathematics, science, or music, through vehicle language (English, German, Spanish, etc., depending on the choice of a CLIL teacher). The content is typically drawn from various disciplines, and it is carefully selected and organized to align with curriculum standards and objectives.

At this point, it is very important to consider if the chosen content (e.g. classification of animals) is appropriate for CLIL lessons. It is also necessary to consider some contextual variables, including teacher availability, language support and age of learners (e.g. Is the content "Classification of animals" appropriate for 8-year-old students?).

Content can also be thematic, cross-curricular, and interdisciplinary or may focus on citizenship (Marsh, Hood, Coyle, 2010). Therefore, CLIL offers opportunities to choose the content within either the regular curriculum or go beyond it and thus, teachers implementing CLIL, may initiate and enrich learning, skill acquisition and development. Once, a teacher chooses content which will be learnt through CLIL, he/she has to make learning effective as much as possible and it can be achieved only if students are cognitively engaged. It means that learners need to develop their metacognitive skills – learning to learn (ibid., p. 29).

Being more specific will be more effective.

Let´s use above mentioned content – Classification of animals.

Look at the picture above and discuss **what learners of different ages know about animals.**

1. *Can they name them? – tiger, dinosaur, eagle, hen, etc.*
2. *Can they describe them? – it has fur, it has a tail, it has wings, etc.*
3. *Can they say what these animals can do? – it can fly, it can run fast,* it *cannot swim, etc.*
4. *Can they identify where they live? – in the forest, in Africa, etc.*
5. *Can they classify them? – they are mammals, or reptiles, or reptiles, etc.*

So, the first four questions refer to the language that students usually develop during traditional English language classes via classroom tasks to develop English language proficiency. This vocabulary is called BICS (see p. 10). The last question and vocabulary refer to more formal and abstract language necessary to understand and discuss the content in the classroom – CALP (see p. 10). And here it is – CONTENT. Classification of animals is predominantly the content of a biology lesson or science lesson, not of a traditional English lesson (or some other foreign language).

Here, we can see the **first difference** between a traditional **foreign language lesson and a CLIL lesson**. The main difference between them is based on the fact that the goal of a traditional lesson in a foreign language is to understand the 'nuts and bolts' (Marsh, Hood, Coyle, 2010) of language. In other words, it means to understand the grammar, vocabulary, etc. Unfortunately, there is almost no space to go beyond this essential part of the learning process. 'Nuts and bolts' are just the base on which the learner has to build the next goals – to put it all into practice. CLIL is different. Communication goes first and is based on 'nuts and bolts' which learners have already acquired within traditional foreign language lessons. In addition, a CLIL teacher adds some abstract language to CLIL lessons, as demonstrated above.

How should we know what age level of learners the specific content is appropriate for?

Basically, there are two options. Either we discuss the specific content with the particular content teacher (a biology teacher, a science teacher, etc.), or we check it with the National Institute for Education which is responsible for providing the leadership, design and development of curricula, provide the methodological and professional service for schools (www.statpedu.sk).

If you choose the second option, click on ŠVP (Štátny vdelávací program – National curriculum) *https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/ and study particular programme*.

As for the content "Classification of animals", we recommend first click on "Inovatívny ŠVP pre 1. stupeň ZŠ" (*www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/inovovany-svp-1.stupen-zs/clovek-priroda/*) and then choose "Človek a príroda". There are two PDF files – Prvouka and Prírodoveda, which you should study to find out when learners study this content (classification of animals) in their mother tongue. If the search does not meet your expectations, continue with the search by clicking on "Inovatívny ŠVP pre 2. stupeň ZŠ" (*www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/inovovany-svp-2.stupen-zs/*), again click on "Človek a príroda" where three PDF files are provided – Biológia, Fyzika, and Chémia. Study them to get the answer.

ACTIVITY 6

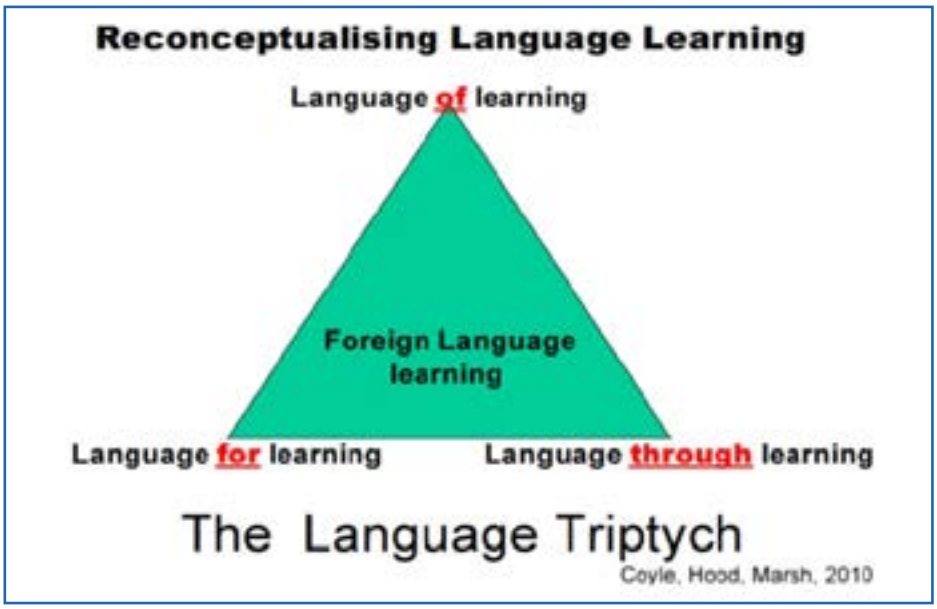
Follow the second process outlined above to determine the age group of learners for which the specific content "Classification of animals" is suitable.

2.2.2 Communication

The following "C" emphasizes the development of language skills, both receptive (listening and reading) and productive (speaking and writing). In CLIL, language is seen as a tool for understanding and expressing content knowledge. Students engage in meaningful communication to acquire and convey information related to the content being studied.

To be more specific and understand it better, let´s go back again to the comparison of a traditional foreign language lesson and a CLIL lesson. In traditional foreign language learning contexts, the learning of the new language is based on grammar progression, reading of texts, audio-lingual methods and more recently on communicative approaches. Communicative approaches are based on theories of language learning requiring a focus on meaning as well as a focus on form (grammar). CLIL founders add a very important fact – CLIL cannot succeed unless learners are supported in using language for content learning (Marsh, Hood, Coyle, 2010). In other words, it means, in CLIL settings, "it is necessary for learners to progress systematically in both their content learning and their language learning and using, so using language to learn is as important as learning to use language" (ibid., p.35).

Therefore, Marsh, Hood and Coyle (2010) have developed the so-called Language Triptych, a strategic planning, which involves both content objectives and language objectives. It supports learners to use language from three interrelated perspectives:



Very briefly, this triptych means that communication is prepared in 3 planning stages:

Now it is time to look at this framework in detail to understand what these "3 different languages" mean.

1. ANALYSE:
the content, cognition, and culture for
Language OF Learning.

2. ADD:
Language FOR Learning - all the language students will need to operate in the CLIL classroom.

For instance, discussion skills, effective group work skills, and research skills.

3. APPLY:
Language THROUGH Learning – a new language which grows from learning to the recycling of language.

The **"Language OF learning"** refers to the language skills and knowledge required for students to understand and engage with the content being taught. In this case, language is seen as a tool or medium of instruction. The focus is on developing students' receptive skills, such as listening and reading, to comprehend and process subject-specific information. It includes key vocabulary, phrases, and language for describing and defining.

For example:

a science lesson: Students read a biology textbook to understand the Process of photosynthesis. They encounter specialized vocabulary like "chlorophyll", "stomata", and "photosystems", which they need to comprehend in order to grasp scientific concepts.

a history lesson: Students listen to a lecture about the Civil War in Britain. They need to understand the key terms and phrases, such as "guillotine", "estates", and "reign of terror", to comprehend the historical events and their significance.

To sum up – "Language OF learning" refers to any language that is related to the content of the lesson or language needed for learners to access basic concepts and skills relating to the subject theme or topic.

So, while planning the CLIL lesson, it is also recommended to take into consideration the following reflection points (Marsh, Hood, Coyle, 2010):

- What type of language does this subject or theme use?
- Define the content-obligatory language, such as keywords, phrases and grammatical demands of the unit (e.g. the language of discussing, hypothesising, and analysing).
- What kind of talk do learners need to engage in and how do we build in progression over time?
- What is the most effective way of teaching the language of learning?
- Which of the identified language and skills shall we target for development in this particular unit?

The **"Language FOR learning"** focuses on developing students' language skills and strategies to support their understanding and acquisition of content knowledge. It is the language that enables the learner to be functional in a foreign language environment. This includes classroom language as well as language for academic processes and speech acts. In addition, it also involves a necessary language that learners need to know in advance to carry out the planned activities, for example, language for project work, pair work, cooperative group work, asking questions, debating, chatting, enquiring, thinking, etc.

Also, here it is also recommended to take into consideration some reflection points while planning the CLIL lesson (Marsh, Hood, Coyle, 2010):

- How can learning be scaffolded (supported) by the teaching and learning of a specific language? (e.g. language used to seek additional information, assistance, explanation and access to other sources).
- 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? (e.g. what students need to know at which stage of the content – e.g. focus on developing reasoning, making a case).
- Is the language which is used to assess the learning accessible to the learners?

The **"Language THROUGH learning"** perspective emphasizes the active use of language as a means to construct knowledge and demonstrate understanding. It involves encouraging students to produce language by engaging in various communicative tasks.

This kind of language emerges from the active involvement of learners thinking and asking. New meanings would require a new language. It needs to be captured during the learning process, then recycled and developed later. It cannot be predicted in advance.

Here are a few examples:

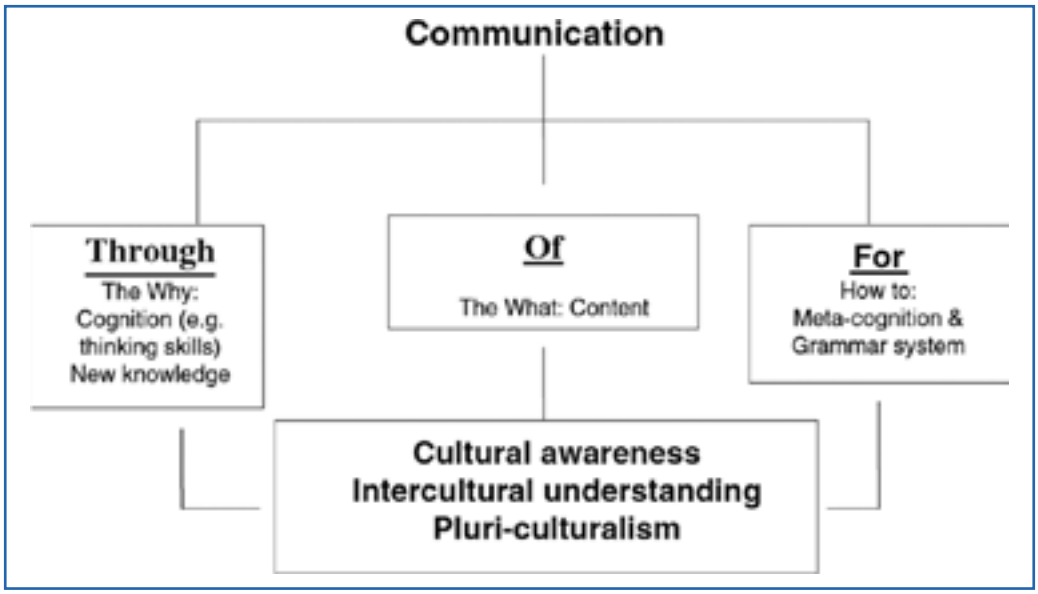
- Group discussions: Students work in small groups to discuss and debate a topic related to the content area. They express their opinions, provide evidence, and engage in meaningful conversations that require them to use language to express their thoughts and ideas.
- Presentations: Students prepare and deliver presentations on a specific content-related topic. They need to organize their ideas, use appropriate language and visuals, and communicate effectively to convey their understanding to their peers and the teacher.

Some suggestion points before planning a CLIL lesson (ibid.):

- What necessary language functions and notions do the students know already?
- How can these be practised and extended?
- What strategies can our learners use to access new language for themselves?
- When a new language emerges, how shall we capture and select language for further development?
- How can we define language progression in this unit?

If you still do not feel comfortable with the "C" which stands for communication, we will discuss it more in detail while preparing a CLIL lesson (go to pages 63, 92).

Before moving on to the following "C", here is a summary of "C" – communication (Bower, Coyle, Cross, 2020):



ACTIVITY 7

Let´s focus on the content from Activity 7 "Classification of animals". You have already found out what age level of learners the specific content is appropriate for.

Now it is time to practice what we have learned so far. We have the topic for a CLIL lesson, and we have to think of what language OF, FOR and THROUGH we should take into consideration while planning a CLIL lesson.

Study materials for learners of primary school, 3rd grade, in the following link LINK (pages 38 – 51)).
There is basic information about animals.

We can classify animals in various ways. Decide what classification(s) you can involve in the CLIL lesson and come up with words and phrases which best suit language OF, FOR and THROUGH learning.
REMEMBER – the aim of the CLIL lesson is NOT to teach all the topic we find in the coursebook, in a vehicle language. At this point, just focus on the specific topic "Classification of animals".

2.2.3 Cognition

This dimension focuses on the development of higher-order thinking skills and cognitive processes. It involves critical thinking, problem-solving, analysis, evaluation, and other cognitive abilities that help students engage deeply with the content, make connections, and develop a deeper understanding of the subject matter.

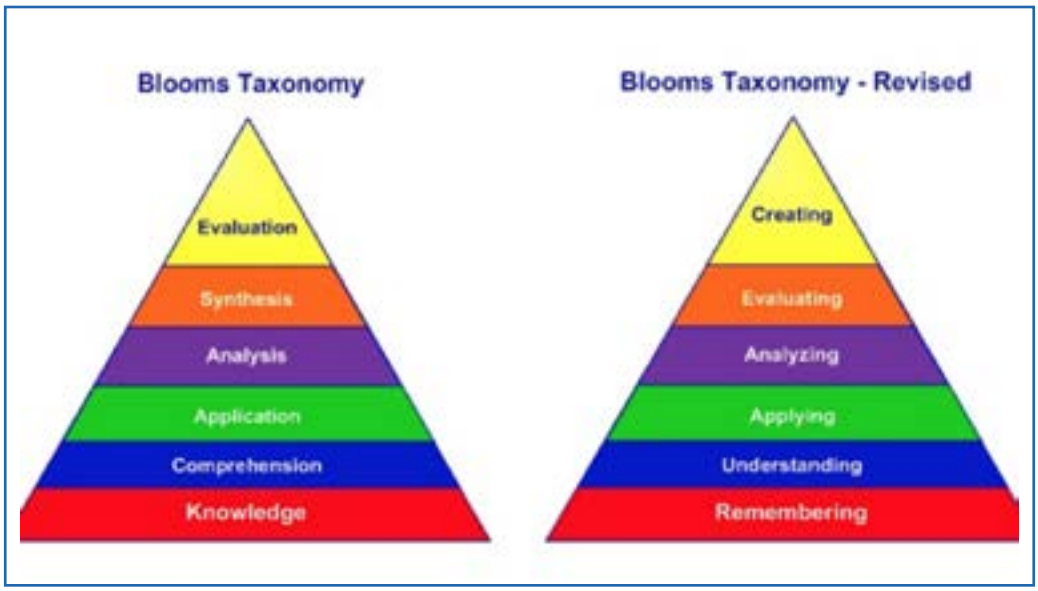
In practice, it means that content learning becomes effective not only by the selection of appropriate content but applying it through cognitive skills. It is another crucial point because learners need to know how to use all this information throughout life (Marsh, Hood, Coyle, 2010).

Now, your question may sound like this?
How can we develop these "higher-order thinking skills"?

The answer is simple – **use Bloom´s taxonomy.**

This term you might have learned during pedagogy classes. So, this subchapter reminds you of some brief information:

Bloom's taxonomy is a hierarchical framework that classifies educational objectives and cognitive skills. It was first proposed by Benjamin Bloom in 1956 and has since become widely used in education to design curriculum, develop assessments, and guide instructional strategies (Bloom, 1956). Bloom's Taxonomy is a simple, clear and effective model, both for the explanation and application of learning objectives, teaching and training methods, and measurement of learning outcomes.



Bloom´s taxonomy consists of six major categories, as they are displayed in the picture above. The categories which follow "Knowledge" were presented as "skills and abilities," with the understanding that "Knowledge" was the necessary precondition for putting these skills and abilities into practice.

You can see two triangles – Bloom´s taxonomy and Bloom´s taxonomy-revised.

The original Bloom´s taxonomy was redefined and revised in 2001. The primary differences are not in the listings or rewordings from nouns to verbs, in the renaming of some of the components, or even in the re-positioning of the last two categories. The major differences lie in the more useful and comprehensive

additions of how the taxonomy intersects and acts upon different types and levels of knowledge — factual, conceptual, procedural and metacognitive.

OK, enough theory. Look at Bloom´s taxonomy in a more practical way, and how we can use it in CLIL lessons (and not only in CLIL).

REMEMBERING:
This level focuses on the recall of factual information, such as facts, dates, terms, or definitions.

There are also some keywords you can use when applying this skill (you will find them useful while processing the lesson plan): define, identify, list, match, name, remember, recognize, spell, etc.

Then, during the lesson, the following questions may help you achieve the goal of remembering facts: What is ……? Where is ….? How many …? How would you describe … explain …show…? What happened after …? Can you identify/select/ picture …? Who spoke to …? Who or what were …? How did … happen? Can you outline …?

UNDERSTANDING:
This level involves demonstrating and understanding of concepts, ideas, or principles and being able to interpret or explain them in one's own words.

Remembering some facts is not enough. Learners have to understand them. For instance, we, teachers, may ask learners to rephrase information they have just learned and ask them to provide it in their own words. The keywords which support this skill are categorize, classify, compare, describe, explain, rephrase, summarize, etc. The following questions may help us, too:

How would you compare/contrast …? How would you summarise …? Who do you think …? What example could you give of …? How would you say … tell in other words …? How would you explain …? What might have happened next …?

APPLYING:
This level involves using acquired knowledge and understanding to solve problems or complete tasks.

In other words, this skill may be used with learners once they have learned and understood some new knowledge. For instance, students already know the basic principle of the Pythagorean theorem. They understand how to use it and now we want them to apply it in practice, for example, they need to lean a ladder against the side of the house to repair the roof, so the task is at what angle the ladder should be placed against the wall. There is a direct link between remembering

(learning the rules) and applying (using the rules). The keywords for this skill are apply, calculate, construct, edit, identify, implement, interview, solve, etc.

The following questions can be used in lessons to support the skill: How/Why is … an example of …? What would happen if …? What can you use to show or explain …? How is … an example of …? Can you group/sort by features such as …? Which factors would you change if …? How would you solve …? How would you use …? What questions would you ask in an interview with …?What examples can you find to …?

All three above-mentioned categories are also called lower-order thinking skills. Remember, once the learners achieve the level of understanding new knowledge and are able to apply it, continue with applying higher-order thinking skills – analysing, evaluating and creating in the following lessons.

ANALYSING:
this is about breaking down complex information into its constituent parts, examining relationships, and identifying patterns.

In practice it means that learners are able to analyse things they work with, they are able to specify their parts and discuss similarities or differences. We can, for example, ask students to come up with some categories when sorting out different sets of grammar rules which they have already learned and practice in remembering and understanding levels. The keywords for giving learners instructions are contrast, compare, examine, distinguish, simplify, structure, or test.

We can support "analysing" with the following questions: Why do you think …? How would you classify …? What is the relationship between …? What is similar to/ or different from …? Is the information based on fact or opinion? What is the underlying theme/meaning? Who do you think …? What conclusions can you draw? Can you explain what would have happened when …?

EVALUATING:
includes making judgments, assessments, or evaluations based on given criteria or standards

How can you use it? For instance, learners have to make up their own minds about specific content because everything that they learn is not based on facts. Students might also have to decide whether something will happen that they have predicted. In this case, we talk about evaluation, which means checking validity. We may achieve it by using the keyword: choose, conclude, criticise, decide, interpret, judge, recommend, support, etc.

You can find the following questions useful: Why do you agree with the actions? What would you recommend? What is your opinion of …? What would happen if

...? What is your opinion of ...? What shows you that ... happened? How could ... be improved? What evidence would support your view? Do you agree with the outcome ...?

CREATING:
is the highest level of the cognitive processes and involves generating or producing new ideas, designs, or products.

At this level, learners should be able to come up with applying and creating whatever they have learnt on their own. Keywords for this skill are compose, design, devise, imagine, invent, etc. Use the following questions to help students to be creative: How would you improve ...? What changes would you make to solve ...? What might be a solution to ...? Can you make a proposal that would ...? What theory can you come up with for ...? What might happen if ...? How many ways can you ...? How could you create/ improve/ develop ...?

ACTIVITY 8

Let´s go back to the content from Activity 6 & 7 "Classification of animals". You know what age level of learners the specific content is appropriate for, and you have come up with some words and phrases to start the communication process.

What activities/techniques/methods can you think of to develop lower and higher-order thinking skills?

You can work in pairs or groups. After finishing, present and justify your suggestions.

2.2.4 Culture

This aspect recognizes the importance of cultural awareness and intercultural competence in CLIL. As students engage with content from different cultures and perspectives, they develop an understanding and appreciation of diverse cultural practices, values, and beliefs. Moreover, learning about foreign cultures and their past is the basis for a healthy intercultural identity (Pondelíková, 2020).

Cultural aspects are integrated into CLIL lessons to promote cultural sensitivity and global citizenship.

Marsh, Hood, and Coyle (2010) highlight some points that teachers should acknowledge, for example, to think of different cultural implications that can be developed in a particular topic, or to consider how the content can be adopted to make the cultural agenda more accessible.

Developing cultural competence is undoubtedly one of the new and important responsibilities of CLIL teachers. The following competencies should be included:

- the culture presentation as "cultures of differences",
- project work focused on certain phenomena from the field of culture,
- development of an authentic environment in the class,
- presentation of cultural facts through our own culture,
- solving cultural problems,
- dramatisation of a chosen cultural phenomenon,
- communication with the members of the target group or visit the target cultural country.

Even "Culture" we can include to the topic "Classification of animals". You can ask learners either to use the animals you use during a lesson or ask them to bring pictures of different animals and classify them into two basic groups – the animals that live in our country (except the ones at ZOO) and the ones living abroad.

Regarding the 4 C´s framework developed by David Marsh presented above, Phil Ball (2015) points out the three-dimensional aspect of "content" in case language teachers want to understand and contribute to CLIL:

I) **The conceptual dimension** = is also called a "declarative" content because we want to declare some information, for example, Edison invented a light bulb.

II) **The procedural dimension** = relates to the cognitive skills which derive from different subject areas. It happens when we ask learners a question related to the previous declaration, for example, "How did the invention of a light bulb influence our lives?". This way we employ students´ higher-order thinking skills to answer the question.

III) **The linguistic dimension** = specific language items, and expressions required for communicating on subject issues (BICS – Basic Interpersonal Communication Skills) and (CALP – Cognitive Academic Language Proficiency). In practice, it means that when a teacher wants to ask both questions, it also requires some language demands. It is then up to the teacher to choose adequate language support for students to be able to answer both questions.

To sum this information up, let´s cite Phil Ball (2015, p.4) who very clearly differentiates CLIL from other content and language methods of teaching:

"This world of subject-specific language, and the way to support and deal with it, is far removed from the world of language teaching. ESP and EAP are cousins to CLIL, but they are language-led approaches. CLIL is not. CLIL throws its learners into the deep end of the conceptual and procedural pool, then throws in the linguistic arm-bands. Language teaching takes learners to the shallow end, in the vague hope that someday they might swim. Far too many never get anywhere near the deep end".

Hope, you have a better view of what the CLIL framework involves. The best check is to try it by yourselves. Follow the instructions in Assignment 2 and work them out. GOOD LUCK.

ASSIGNMENT 2

Watch the video below. It involves six videos demonstrating CLIL used in classes from primary schools and vocational colleges. Watch them all and then choose 2 videos (1 from a primary school and 1 from a vocational college) and identify the particular elements of the 4C framework:

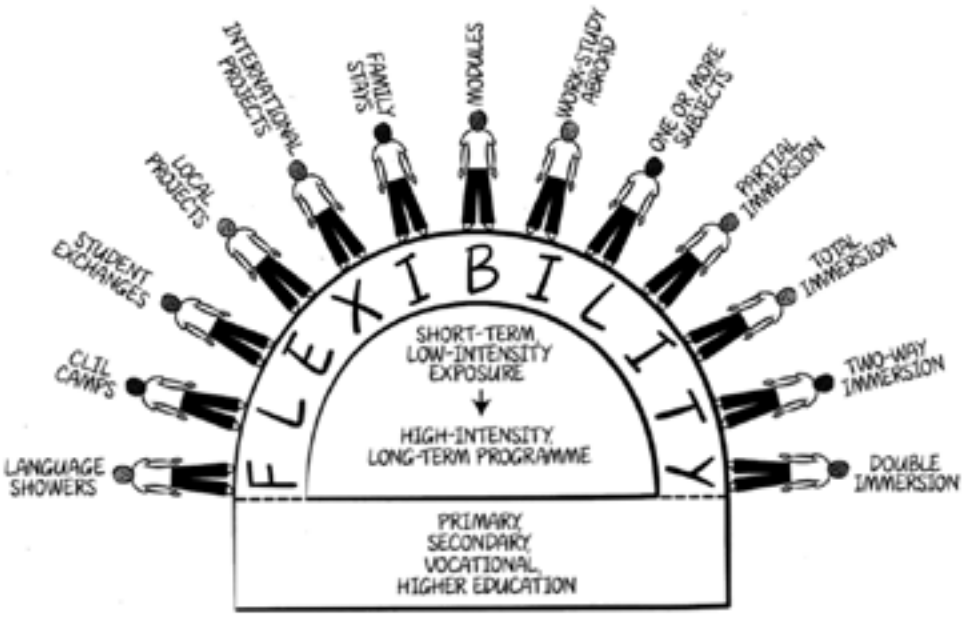
1. What "Content" do they apply in each chosen video? What BICS and CALP can you identify?
2. What language do the teachers use to support learners in communication? Follow the Language Triptych and specify it in each chosen video.
3. What cognitive skills can you identify in chosen videos? Specify and justify them.
4. Do the teachers involve the cultural aspect? If yes, what is it?
5. What demo video do you consider the best one and why?
6. What demo video do not you like? Why?

VIDEO 5: LINK

2.3 Different types of CLIL

If you find the previous information too challenging to start the CLIL lessons, the following lines provide you with some hints on how to start it from a simpler form to a more complex one.

Based on Marsh, Mehisto, and Frigols (2008, p.13), CLIL can be implemented from low to high-intensity exposure. So, it means that time devoted to teaching and learning the content through the second language may vary. If you do not feel comfortable having the whole lesson using the CLIL methodology, you can start with less intensity.



The authors mentioned above have summarized various types of CLIL-style activities. For the purpose of this textbook, we will point to some of them to illustrate the simplicity of CLIL usage in or out of a classroom. Then, it is up to you what type suits you best before preparing complex CLIL lessons. Below, you can find the types that are mostly applied in Slovak schools.

2.3.1 Language showers

They are also called Language-Driven CLIL, emphasising language learning and practice. As the title implies, language showers refer to intensive language-focused sessions, where students engage in language activities and exercises, often unrelated to specific content topics. These CLIL-type activities are dedicated to learners between four and ten years old. The exposure to the target language is between thirty minutes to one hour per day. The teacher uses various songs, games, visuals or movements through the CLIL language (Marsh, Mehisto, Frigols, 2008). This type of CLIL is considered the least intensive version of CLIL and mostly is applied in the initial phase of CLIL implementation in nurseries or primary schools. The title of this type suggests that the activities help learners be aware of the existence of different languages and also be prepared for language learning. The aim is to gain learners' positive attitudes towards a foreign language and become familiar with the sounds and structures of the vehicle language.

Once, you become a teacher in a kindergarten or primary school, and the school offers CLIL lessons, you can implement it, for example, during breaks or lunchtime by asking simple questions in a vehicle CLIL language:

e.g. *What are you eating? Mm, it is an apple.*
Look at Anka, she has an apple. What colour is it?
Mary, your dress is very nice. Is it new?

In case, the school, where you will work, still does not offer CLIL classes, you can be the one who comes up with this idea. More information on how to initiate it is described on page 51.

2.3.2 One-week CLIL camp

The purpose of this type is to spend some time with learners out of school, usually during the summer. Almost all activities are organized in nature, at a purpose-designed location, or in an outdoor learning centre. The camp has its own rules, and learners are encouraged to use the CLIL language in all games and activities that the teachers prepare, and the camp involves. The main aim of the CLIL camp is to experience "living" in a second language environment and to motivate and inspire learners to continue learning a second language.

In a CLIL camp, it is highly recommended to come up with some thematic focus. For example, the camp can concentrate on hiking and taking photos to prepare final presentations of their activities. Or if the camp consists mostly of secondary school students, you can prepare games and activities in nature with the aim of finding and taking pictures of as many plants/stones /insects, etc. as possible. In case, the camp participants are mixed language levels, they have to be divided

into sub-groups and each group must complete tasks that are appropriate to their language skills.

REMEMBER – the CLIL approach has to be accessible to all learners! Each task, activity and game must be adapted to the linguistic, cognitive and physical abilities of the learners.

2.3.3 Total Early immersion (TEI) programmes

TEI programmes are a more extreme form of CLIL. They involve complete immersion in the target language from an early age. Students are taught all subjects in a foreign language. The primary goal is to foster bilingualism and bi-literacy by providing extensive exposure to the target language. They usually start in nurseries and continue in primary education. Learners are exposed to the CLIL language more and more through studying the curriculum in the target language. The goal of this programme is to achieve fluency in a second language, while the development of the mother language is not subtracted, as it happens in subtractive bilingual programmes, but is on an equal level with that of peers not studying through immersion. As an example, we can remind you of French immersion in Canada, in which majority-language students participate in minority-language immersion (Nikula, Mård-Miettinen, 2014). It is also applicable in particular Slovak schools with a prevail of minority language use over the official language. In such an educational environment, CLIL can be used if learners are not able to use the Slovak language adequately because in this case, the Slovak language is for minority learners a second language.

2.3.4 Soft vs Hard CLIL

These two types are not part of the original scheme as you can see in subchapter 2.3 but were introduced by David Marsh, University of Jyväskylä, Finland, and Peeter Mehisto, University of London, UK. They first appeared in their book "Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education" published in 2008.

So, what do they refer to?

The **Soft CLIL** approach primarily focuses on language learning. It means that the content is seen as a vehicle for language instruction, and the main goal is to develop students' language skills while exploring the subject content. In practice, it means that a CLIL teacher involves only simplified content (some topics from the curriculum) and language to support language learning.
To be more specific, here are some examples:

Language-Focused Activities – in a geography lesson about countries and capitals, the teacher may have students practice asking and answering questions about capital cities in the target language. This language practice takes priority over in-depth content exploration.

Simplified Content – in a history lesson about a historical event, the teacher may use simplified texts or videos with controlled language to ensure students can understand the content while focusing on language comprehension.

Pronunciation Practice – a CLIL lesson may focus on pronunciation practice, especially if the target language has distinct phonetic features. For instance, in an English literature class, students may practice pronunciation by reading passages from a novel or a play.

Language Games and Activities – a CLIL teacher may include some language games and activities, such as word puzzles, language-related quizzes, or language-based board games, to make language learning engaging and fun.

Language Tasks – they should be prioritized during Soft CLIL lessons. For example, in a biology class, students may work on completing sentences with the correct scientific terms or explaining biological processes using specific language structures.

To sum up, the goal of Soft CLIL lessons is to develop students' language skills while using content as a vehicle for language instruction. These examples point out how language-focused activities can be integrated into various subject areas to implement the Soft CLIL approach effectively.

On the other hand, Hard CLIL focuses on both language learning and content learning. It means that the content becomes a legitimate focus of study, and language learning happens naturally as students engage with the subject matter. Hard CLIL typically involves using authentic content and materials from the target language.

Again, examples would be more helpful. So, here they are:

Authentic Materials – CLIL teachers mostly use authentic materials that are typically used by native speakers in real-life situations. For example, in a science class, students may analyse scientific articles or research papers written in the target language.

Content-Based Discussions – in comparison with Soft CLIL, Hard CLIL lessons should involve in-depth content discussions in the target language. For example, in a geography class, students may debate the impact of climate change on different regions, expressing their opinions and arguments in the target language.

Project-Based Learning – this is the best activity that lends itself to Hard CLIL. Students can work on extended projects related to the content while using the target language. For instance, in an art class, students may create an art portfolio and explain their artistic choices in the target language.

Content Presentations – this activity may follow Project-Based Learning (PBL) to present some findings, information and ideas in the target language.

For example, students may present their art portfolio created within the PBL. Or in a literature class, students may give presentations on famous literary works using the target language.

Inquiry-Based Learning – it is a type of CLIL lesson where students may explore and investigate content topics independently or in groups. For instance, in a history lesson, students may research and present their findings about a historical event in the target language.

Cross-Curricular Integration – CLIL approach allows CLIL teachers to apply cross-curricular integration. In practice, it means that the content of different subjects can be connected and explored in a target language. For instance, in a science and language class collaboration, students may study the ecological impact of pollution on a specific region in the target language.

Remember**,** the goal of Hard CLIL is to include the same amount of content and language in lessons, so students are challenged to develop both their content knowledge and language skills simultaneously.

ACTIVITY 9

1. Divide yourselves into small groups or pairs.
2. Choose some subject area (e.g., science, literature, history, art, math, etc.) and then the specific topic within that subject area.
3. Design a Soft CLIL activity for a chosen topic and focus on language learning while using the subject content as a vehicle.
4. Similarly, design a Hard CLIL activity for the same topic emphasizing both content and language learning.
5. After creating your activities, each group presents their Soft CLIL and Hard CLIL activities to the class. Explain the rationale behind your approach and how it promotes language and content learning effectively.

In case, textbooks of specific subjects are not available in your library, you can use some online books. For instance:

LINK 1 LINK 2 LINK 3 LINK 4

... you can find many more online, just type into a search engine a textbook of a specific subject + online (e.g., "učebnica zemepisu online") ☺

3 SOCIOCULTURAL THEORY OF DEVELOPMENT

Before starting to plan a CLIL lesson, it is very important to deal with a person, psychologist Lev S. Vygotsky, who developed a concept in educational psychology – Zone of Proximal Development, known as an abbreviation ZPD which helps learners master new concepts, skills and knowledge gradually and independently. According to this theory, learning and development occur through social interactions with more knowledgeable individuals, such as teachers, peers, or parents. The ZPD and scaffolding are key concepts within Vygotskian theory that explain how learners progress from their current level of development to higher levels with the support and guidance of others (Vygotsky, 1978).

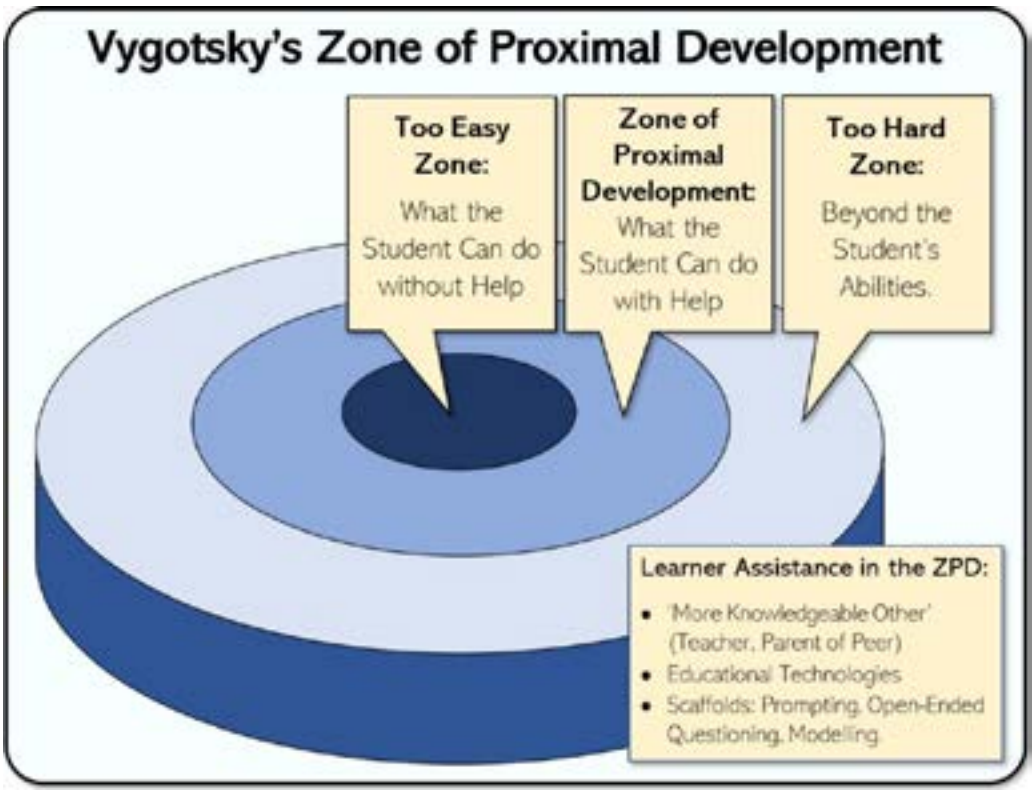
If you study hard, we have already described Bloom´s taxonomy (subchapter 2.2.3) which is an influential framework in the field of education that categorizes different levels of cognitive skills from lower to higher-order thinking skills. Vygotsky´s theory emphasizes the Zone of Proximal Development (ZPD) and the role of social interaction in cognitive development. Between these two concepts, we can find the connection and apply them simultaneously – learners' progression may be facilitated through Bloom´s taxonomy by appropriate scaffolding within the ZPD.

REMEMBER that integrating Vygotskian principles with Bloom's taxonomy can lead to more effective instructional strategies that foster holistic cognitive development in learners. In other words, ZPD and scaffolding are the right "tools" to help learners progress through Bloom´s taxonomy levels, especially the higher-order thinking skills.

For a more practical understanding, watch the following video:
VIDEO 6: LINK

How do you understand ZPD after watching the video?
Can you provide some other examples?
How is ZPD linked to scaffolding?

Here is another summary of what you have seen in the video above:



Finally, have a look at the following very simple examples:

1. "When I taught my daughter to ride her bike, I sat on the bike to demonstrate how to ride. I started her out with training wheels. Then I gradually raised the training wheels. Once she was ready to remove the training wheels, I steadied her with my hand and walked beside her, and only then did I let her take off on her own"
2. When I taught my daughter to ride her bike, I explained to her how to do it. Then I put her on the bike and gave her a shove".

Which of these two examples is with scaffolding and which is without?
Do you have the same experience while learning to ride a bike?

If you have chosen the second example as the one without using scaffolding, you are absolutely right. So, once you are a teacher, it is highly recommended to avoid the instruction like this one:

"Read this nine-page science article, write a detailed essay on the topic it explores, and turn it in by Wednesday".

Instead, implement the activities that utilize ZPD in foreign language learning like the following ones:

Dialogues and role-plays

Create such dialogues or role plays that match the language proficiency of the learners. Pair up students of similar language levels, so they can practice the language in a context that challenges them just beyond their current abilities. This encourages them to use new vocabulary and sentence structures in a supportive environment.

Language games and puzzles

Introduce language games, puzzles, or quizzes that challenge students to apply their language skills in a fun and interactive way. These activities can be designed with varying levels of difficulty to accommodate learners at different stages of proficiency.

Reading and listening comprehension

Provide learners with reading materials or listening exercises that are slightly above their current proficiency level. Accompany these resources with guided questions or tasks to aid comprehension. This allows learners to grasp new vocabulary and sentence structures with some assistance, promoting gradual improvement.

Language learning through Apps and Software

Use language learning apps or software that adapt to each learner's progress. There are many apps that use artificial intelligence to personalize lessons based on a student's performance, ensuring that they stay within their ZPD and experience gradual improvement (e.g., Duolingo, FluentU, Babbel, HelloTalk, etc.).

Peer teaching

Implement this method in case there are more advanced learners in the classroom who can teach or assist those at lower proficiency levels. This process supports their own understanding while helping others progress within their ZPD.

To support these activities, provide temporary support and guidance to learners through scaffolding while you want them to work on new tasks or learn some new concepts.

For instance:

Sentence starters

While practising writing or speaking skills, do offer examples of sentence starters or sentence frames to help learners structure their responses. For example, "I like _____ because _____" or "In my opinion, _____".

Building vocabulary

Provide many visual aids, such as pictures or flashcards, to accompany the words if you intend to introduce new vocabulary. It really helps learners associate the words with their meanings. Moreover, it will be easier for them to remember and use the vocabulary properly.

Explanation of grammar

It will be more understandable for learners if you simplify complex grammar concepts by breaking them down into clear, step-by-step explanations. Use examples and model sentences to illustrate how to apply the grammar rules.

Support of reading

Provide reading materials with difficult words or phrases highlighted and offer explanations or translations in footnotes. This helps learners comprehend the text without getting stuck on unfamiliar vocabulary.

Simulated real-life situations

You can create simulated situations that come from real life, like ordering food at a restaurant or making travel arrangements, where learners can practice using the language in context. Provide role cards or scripts to support their interactions.

Interactive language websites

There are several interactive language websites that incorporate scaffolding techniques to support students in their language learning journey. These websites provide structured learning experiences and guidance, making it easier for students to grasp new concepts and progress in their language proficiency

e.g.
www.bbc.co.uk/languages
www.transparent.com
www.esl-lab.com
www.englishclub.com
www.oxfordonlineenglish.com
learnenglish.britishcouncil.org
www.duolingo.com
etc.

4 CLIL IMPLEMENTATION

This chapter looks at the following issues:

- who a CLIL teacher is,
- what the essential CLIL teacher competence is,
- how to start a CLIL at school from the teacher's point of view,
- how to prepare all stakeholders for the CLIL implementation.

ACTIVITY 10

Based on the knowledge you have so far, try to think about the following questions. You can work in pairs or groups and prepare a list of characteristics and responsibilities.

1. Who can become a CLIL teacher?
2. What competence should a good CLIL teacher have?

4.1 CLIL teacher

Teachers who tend to implement CLIL classes should be aware of methodological changes this approach requires because it differs from the way of learning languages, as well as from the way they have been trained to become a regular teacher. Some departments of foreign languages at universities in Slovakia (e.g., PF UKF Nitra, FF UCM Trnava, FF UNIPO, Prešov, etc.) have already included CLIL methodology in their portfolio but there is still little or no possibility to practise it during initial teacher training (Hurajová – Luprichová, 2015).

So, the legitimate question may be who can become a CLIL teacher. Generally, we can say that it can be anyone who has a teaching qualification – a person who achieved a master's degree at any university which prepares future teachers for their professions. The most optimal solution is if a qualified teacher finished double major study programmes with a foreign language. It means the teacher is an expert in both a foreign language and some subject area, for instance, a teacher of the English language and geography. In case, a teacher has not finished this ideal combination but is only a subject expert, s/he must be proficient in the target language. Depending on the language being used for CLIL, this teacher may need to demonstrate language proficiency through language proficiency tests or certifications. Furthermore, CLIL teachers need to possess effective teaching and instructional skills, they should have cultural awareness and sensitivity to foster cross-cultural understanding among students. Last but not least, once a

teacher becomes a CLIL teacher, it is essential to stay up-to-date with the latest methodologies, research, and best practices in CLIL and language education – it means attending workshops, conferences, and taking relevant courses that can help enhance your skills as a CLIL teacher. Lastly, a successful CLIL teacher should have a passion for language and education because only a positive and enthusiastic attitude towards your work will create a motivating and inspiring learning environment for your students.

4.2 CLIL teacher competence

This is a quite complex question, and it is not easy to answer it because key factors that identify the competence of a CLIL teacher in various contexts may vary. Some countries have already set up some formal requirements for the CLIL teacher qualification, whereas in others it may be purely an individual decision of a teacher that becomes a CLIL teacher. Or it may be based on the authority´s initiative to employ this approach due to the readiness of some teachers who already have "CLIL know-how".

However, there exists a set of target competencies, identified by Marsh et al. in 2010, that the CLIL teacher is expected to acquire or subsequently develop within the further training programme. They are divided into eight sections:

- personal reflection,
- CLIL fundamentals,
- content and language awareness,
- methodology and assessment,
- research and evaluation,
- learning resources and environments,
- classroom management,
- CLIL management.

Read these sections carefully again and discuss in pairs for a couple of minutes what they can refer to. Check with the class.

Click on the following link and read pp. 16 – 28 to check your answers. Discuss with the class.
LINK TO PDF

4.3 CLIL implementation at school by a teacher

Once, you, as a teacher, master a CLIL methodology, you may initiate its process of implementation at school. In case, you are still not sure that it is the right time, follow the steps below to make sure:

- **Master the key CLIL principles** – you are familiar with the key principles of CLIL methodology.
- **Identify target subject(s)** – choose a subject/subjects suitable for CLIL (if you are only a language teacher). If you finished a double major study programme, choose suitable content areas (ideally, for one school year in advance). Once it is done, consider the language proficiency levels of students and make sure that the selected content area(s) align(s) with the language level and interest of your students.
- **Set up real goals** – define only achievable goals. It means, determining what you want your students to achieve in terms of both language and subject content development.
- **Cooperation with a language/subject teacher** – this is the key step. It all depends on your finished education and general readiness. If you are a graduate of a double major study programme (it means you are an expert in both a foreign language and some subject area and you have CLIL knowledge), you are fully qualified to lead CLIL lessons. Otherwise, collaboration with other teachers is necessary. In practice, it means if you are a foreign language teacher and you tend to start CLIL classes, work closely with a subject teacher who teaches content areas suitable for you and your students. On the other hand, if you are a subject teacher with a sufficient level of a foreign language, cooperate with a language teacher to develop CLIL lessons that meet the adequate language level and interests of your students. Occasionally, another solution that can be applied is the so-called tandem mode (both subject and language teachers are in a class), for instance, if you apply Language showers or Soft CLIL (described in subchapters 2.3.1 and 2.3.4). Mutual cooperation is important for the preparation of CLIL lesson plans (see subchapter 4.1), therefore, it should be planned in advance that some teachers are willing to follow your initiative steps.
- **Lesson planning** – design lessons that include both subject content and foreign language based on key principles. Ensure that language and subject objectives are interconnected and support each other. Take into consideration that the lesson preparation, in the beginning, may be time-consuming. Subsequently, once the skills are acquired, the whole process will be easier.

- **Authentic materials** – use as many authentic materials as possible, for instance, articles, videos, and real-world resources related to the subject matter. Students will appreciate it as these materials expose them to real-life usage.
- **Language use support** – encourage your students to use the target/vehicle language as much as it is possible, not only at school but outside the classroom. Prepare opportunities for communication (tasks, projects, etc.) in the target language in order to improve their language skills.
- **Provide feedback** – get ready to provide constructive feedback regularly to your students about their progress in both language and subject knowledge. As CLIL is often considered an optional or supplementary approach to language and content learning in many countries, including Slovakia, grading at schools in CLIL lessons is obviously not applied.
- **Parents' and school authorities' involvement** – inform the parents of your students and school bodies about your intention in advance about the CLIL methodology, its benefits and the progress that students can make in learning a foreign language. Do encourage them to support their children and students in promoting language learning in a new way.
- **Professional development** – this is a step you should keep in mind after implementing CLIL. Attend workshops or conferences that relate to CLIL methodology in order to enhance your teaching skills in CLIL.

If you answer "YES" to all steps, except the last one, you are ready to start with CLIL with your students. We understand that CLIL requires a lot of planning and dedication but with the right approach, it can significantly benefit your students' language skills and subject understanding.

4.4 CLIL implementation by school authorities

The CLIL implementation at schools may also be reversed. It means the main initiators may be school authorities – for instance, a managing director, a school board, a curriculum coordinator, a subject department head, a parent-teacher organization, etc. If the school makes such a decision and you are the one with CLIL knowledge, help them with the implementation of important steps:

Needs analysis

- identify the educational goals of your school and objectives of CLIL implementation – initiate a round table debate with the aim of discussing the key princip les of CLIL and how they affect the running of the school during implementation. Tailor the school's educational objectives to a new approach to set up an effective CLIL teaching/learning environment for students so that they can develop both the subject knowledge and a CLIL language,

- communicate the rationale and benefits of CLIL to parents and close school community,
- assess the language levels of both teachers (subject and language) and students in particular classes,
- identify/determine the subjects or content areas suitable for CLIL,
- choose a foreign language/languages that CLIL will be implemented in,
- define the language outcomes for your students.
- training for teachers
- provide/arrange training for teachers on CLIL methodology,
- provide/arrange training in a foreign language for subject teachers in case their language proficiency level is not sufficient,
- foster a collaborative environment for both language and subject teachers to share experiences and best practise.
- development of materials
- ensure closer cooperation among subject and CLIL language teachers to design CLIL lesson plans,
- adapt the current curriculum to CLIL goals,
- develop CLIL materials that align CLIL goals and language proficiency levels of students,
- ensure that the chosen content areas are appropriate and relevant to the age of students and their interests.
- student support
- provide adequate explanation and support to students who may struggle with learning a subject content in a foreign language,
- set up a positive and inclusive learning environment in classrooms to encourage students to learn some content areas in a foreign language.
- monitoring and long-term planning
- ensure the effective implementation of CLIL through mutual teacher observations and feedback,
- develop a long-term strategy for CLIL to ensure its sustainability.

REMEMBER that CLIL implementation into the education process is a big shift in teaching, staff cooperation and lesson organization. Learning and teaching environments may vary in each school, therefore, it is necessary to take into consideration all aspects before its implementation and adapt it to school conditions.

ACTIVITY 11

Design your CLIL implementation plan.

Task 1:
Divide yourselves into small groups. Read the questions below and come up with your own ideas and insights:

a) What is the role of a CLIL teacher in the classroom?
b) How does a CLIL teacher integrate content and language instruction?
c) What strategies can a CLIL teacher use to support language development?
d) What challenges may a CLIL teacher face during implementation

Task 2:
Prepare a creative scenario (materials needed – flipchart paper, markers). Follow the steps below:

e) Imagine you are a CLIL teacher at your school. You have been asked with implementing CLIL in a specific subject area (e.g., history or geography). How would you plan and carry out the implementation?
f) Brainstorm and outline your CLIL implementation plan in groups and present them to the class.

5 SUMMARY

Let´s sum up what we have learned so far. CLIL stands for an abbreviation of an innovative educational approach "Content and Language Integrated Learning" that main objective is to develop students' language proficiency and subject-specific knowledge simultaneously. It involves delivering academic content, such as geography, history, or mathematics, through a foreign/second language. The primary objective of CLIL is to create a meaningful and authentic learning experience, where language learning and content learning complement each other. CLIL builds upon theories of language acquisition, scaffolding, and authentic language use to create a dynamic learning environment that benefits students' cognitive and linguistic development. By adopting CLIL principles, educators can help students excel academically while becoming proficient in a foreign language.

There are some key distinctions between a CLIL lesson and a traditional foreign language lesson:

	CLIL lesson	Traditional FL lesson
FOCUS	puts together content and language learning, with a focus on subject-specific content. Language learning appears as a means to access and understand the content that is taught.	focus is on language learning itself. The goal is to develop students' language proficiency through exercises, drills, and specific language instruction.
CONTENT INTEGRATION	language skills and structures are taught and practised in connection to the content that is studied. It allows students to develop both language proficiency and subject knowledge simultaneously.	language skills and structures are often taught in isolation from specific subject content. The topics and materials may not be related to other academic subjects.
LANGUAGE USE	the target language is used as a means of communication to explore, discuss, and learn about the subject content. There is a greater emphasis on meaningful communication and using language to understand, explain, and present content knowledge.	there is a greater emphasis on language accuracy, grammar, and vocabulary. Communication activities mostly focus on practising language structures and using them in controlled exercises or dialogues.
AUTHENTICITY	there is a prevalence of using authentic materials, such as articles, texts, videos, or resources related to the subject being taught. This exposes students to real-world language use and subject-specific terminology, with the aim of enhancing their language skills in an authentic context.	textbooks or language-focused materials are mostly used within the lessons. In spite of the fact, there are many coursebooks on the market, not all are necessarily linked to real-world content.

	CLIL lesson	Traditional FL lesson
DEVELOPMENT OF COGNITIVE SKILLS	students are more engaged in critical thinking, problem-solving, analysis, and evaluation of content. CLIL teachers due to the latest training enhance the development of higher-order thinking skills and cognitive processes of learners.	may focus predominantly on lower-level language skills and comprehension tasks.

REMEMBER

In spite of the fact that there are differences between traditional language lessons and CLIL lessons, these approaches are not mutually exclusive. They can complement each other in a language curriculum, with CLIL providing opportunities for meaningful language use and the integration of content, and traditional language lessons focusing on specific language skills and structures. The choice of approach depends on the educational goals, context, and curriculum objectives.

6 TEST YOURSELVES

1. **What does CLIL stand for?**
   a) Content and Language Immersive Learning
   b) Content and Language Integration and Learning
   c) Content and Language Integrated Learning
   d) Content Learning of Integrated Language

2. **What is the primary objective of CLIL?**
   a) Focusing only on language learning
   b) Developing students' content knowledge only
   c) Teaching two languages at once
   d) Integrating language and content learning

3. **Which "C" of CLIL emphasizes the development of language skills such as speaking, listening, reading, and writing in the target language?**
   a) Content
   b) Communication
   c) Cognition
   d) Culture

4. **Why is Communication a crucial component of CLIL?**
   a) It helps students develop critical thinking skills.
   b) It promotes collaboration among students.
   c) It enables students to use language in authentic contexts.
   d) It focuses on the subject-specific content.

5. **The Cognition component of CLIL refers to:**
   a) The use of technology in the classroom.
   b) The development of content knowledge and thinking skills.
   c) The inclusion of cultural elements in lessons.
   d) The collaboration between students and teachers.

6. **How does the Cognition aspect of CLIL contribute to the learning process?**
   a) It encourages students to use technology for research.
   b) It helps students make connections between new knowledge and existing knowledge.
   c) It emphasizes the memorization of facts and information.
   d) It promotes individual learning rather than collaborative learning.

7. **Which C of CLIL focuses on the subject-specific knowledge and concepts taught in the target language?**
   a) Content
   b) Communication
   c) Cognition
   d) Culture

8. **Why is the Content component important in CLIL?**
   a) It helps students improve their language fluency.
   b) It allows students to learn about different cultures.
   c) It ensures students gain a deep understanding of academic subjects.
   d) It encourages students to engage in creative activities.

9. **The Culture component of CLIL refers to:**
   a) The study of language in isolation from content.
   b) The integration of cultural elements into language learning.
   c) The use of cultural multimedia resources in the classroom.
   d) The visit of cultural events.

10. **How does the Culture aspect of CLIL enrich the learning experience?**
    a) It exposes students to diverse perspectives and ways of thinking.
    b) It focuses solely on grammar and vocabulary learning.
    c) It encourages rote memorization of cultural facts.
    d) It limits students' exposure to authentic language use.

11. **Which type of CLIL involves teaching a subject entirely in the target language without any translation to the native language?**
    a) Immersion CLIL
    b) Content-Led CLIL
    c) Dual Language CLIL
    d) Translation CLIL

12. **Bloom's Taxonomy classifies cognitive skills into different levels. Which of the following represents the correct order from the lowest level to the highest level of cognitive skills?**
    a) Creating, Analysing, Remembering, Evaluating, Understanding, Applying
    b) Remembering, Understanding, Applying, Analysing, Evaluating, Creating
    c) Understanding, Remembering, Applying, Creating, Analysing, Evaluating
    d) Analysing, Remembering, Understanding, Evaluating, Creating, Applying

13. **Which level of Bloom's Taxonomy involves breaking down information into parts and understanding the organizational structure?**
    a) Remembering
    b) Understanding
    c) Applying
    d) Analysing

14. **Who introduced the concept of the Zone of Proximal Development (ZPD)?**
    a) David Marsh
    b) Do Coyle
    c) Lev Vygotsky
    d) Jean Piaget

15. **What does the Zone of Proximal Development (ZPD) represent?**
    a) The level of tasks a learner can perform independently
    b) The potential development of a learner with assistance
    c) The stage where learners reach complete mastery of a skill
    d) The initial stage of learning a new concept

16. **Scaffolding in education refers to:**
    a) Building physical structures to support learners
    b) Providing temporary support and guidance to learners
    c) Grouping learners based on their language abilities
    d) Giving students complete independence in their learning

17. **Which of the following qualifications is essential for a CLIL teacher?**
    a) Proficiency in the target language only
    b) Subject expertise only, regardless of language skills
    c) Proficiency in the target language and subject expertise
    d) To be trained in CLIL methodology.

18. **How does a CLIL teacher´s role differ from a traditional language teacher´s role?**
    a) CLIL teachers only teach language skills
    b) CLIL teachers integrate language and content instruction
    c) CLIL teachers never focus on language development
    d) CLIL teachers teach a content area in a mother tongue

19. **Why is it important for a CLIL teacher to encourage student interaction in the target language?**
    a) To promote memorization of vocabulary
    b) To assess language and content knowledge
    c) To develop students speaking and listening skills
    d) To help students to understand the content area

20. **How should school authorities support the sustainability of the CLIL programme?**
    a) By implementing CLIL for a certain period of time
    b) By relying on teachers to sustain the programme with support to attend workshops and conferences
    c) By regularly evaluating the programme´s effectiveness and making necessary adjustments
    d) By approval of the CLIL programme by the Ministry of Education

7 CLIL LESSON DEVELOPMENT

We may believe that you studied hard in previous chapters, and you also completed the test successfully. So, now you are ready to start preparing your CLIL lessons.

You already have some knowledge of didactics of teaching foreign languages, which means, the preparation of lessons in advance is crucial for teachers. As you have already mastered the essential principles of CLIL methodology, include them in CLIL materials preparation.

Let´s revise what we already know about the CLIL principles that you have practised in particular activities and assignments in this textbook:

1. **Select a topic** – identify either a subject matter or the specific content area you want to teach in a CLIL lesson. At the same time, determine the language skills and objectives you want the learners to achieve (vocabulary, language functions – explaining, describing, etc., and also grammatical structure/s).
2. **Choose adequate materials** – pay attention to gathering appropriate materials, for instance, textbooks, videos, other text materials, pictures, etc., that relate to the chosen topic. In addition, ensure that collected material meets your students' language proficiency.
3. **Integrate language and content** – identify the main ideas of the content that you will teach and plan how you will integrate particular language skills (listening, speaking, reading and writing) into the content (for example, if you decide to teach a topic from biology, plan such activities that enables your students to discuss the topic or read scientific texts).
4. **Key vocabulary** – identify, select and pre-teach vocabulary related to the chosen content. Use various visual tools and other examples to help your students understand and remember new words and phrases.
5. **Language triptych involvement** – identify the specific language functions that align with your lesson content. For instance, if you decide to teach about the water cycle, the language functions should include describing and explaining the process and comparing it to other natural processes. Integrate appropriate grammar structures into the lesson plan to help students communicate accurately. You may also offer sentence frames or language models to help students acquire language functions better.
6. **Scaffolding** – use scaffolding techniques to support students' understanding and language development. Start with some simple tasks and activities and then gradually increase the complexity in order for to students become more comfortable with both the content and language.

7. **Design learning activities** – think of and subsequently prepare a variety of activities that engage students and address different language skills. For instance, pair/group work(s), discussions/debates, role plays, projects, etc.
8. **Cultural development** – consider how cultural elements may impact students' understanding of the content and language. Moreover, try to look for opportunities to connect the chosen topic with the content of other subject(s) to meet cross-curriculum considerations.
9. **Feedback** – after the lesson find out how the students reflect on the lesson and, at the same time, reflect by yourselves on what worked well and what you should improve when planning a new lesson

In the beginning, the preparation of the CLIL lesson plan may be a challenge for you. We provide you with a template below so as not to omit anything.

Subject	
CLIL Topic/Activity	
CLIL Activity Time	
Class / Number of Students	
Language Objectives	
Language Used for Communication (BICS)	
Content Language (CALP)	
Content Objectives / Cognition	
Materials / Resources used	
CLIL Activity – procedure (techniques, form of work, timing, etc.)	
Performance Assessment of Students	
Cultural Aspect(s)	

ACTIVITY 12

Creating a CLIL lesson plan.

Task 1:
Divide yourselves into small groups/pairs. Study the CLIL template above and think about what particular components may refer to.

Task 2:
Share your opinions with the class and justify your suggestions.

Task 3:
Create the lesson plan outline on the chosen topic (in groups/pairs). You can use the links on the subject textbooks provided in *Activity 9* or you can think of your own topic/content area.

Present your proposals to the entire class.

The class provides feedback and potential suggestion for improvements.

8 CRAFTING YOUR CLIL PATH

Now, as you get deeper into the world of CLIL, you are suddenly not just a learner, but you are also becoming a CLIL creator. This chapter invites you to a journey where you can take full advantage of your experience on CLIL and didactics knowledge. Step into the role of both a student and teacher, create your own materials and discover a treasure of online resources to enhance your Content and Language and Integrated Learning adventure.

The following subchapters cover basic didactics information that you were dealing with in other lessons, and we sum them up here for you to take them into consideration when crafting your CLIL lessons.

8.1 Materials for listening

This subchapter summarizes language development through listening activities during CLIL lessons.

Listening belongs to receptive skills. While students listen, they also learn a language.

Through listening and comprehension, a learner should be able to:

- understand a spoken word at a particular level of language proficiency,
- follow the instructions given in a target language,
- recognize the context and content of a spoken message,
- understand and grasp the necessary specific or general information.

Possible problems of learners with listening:

- native speakers speak too fast and use different dialects,
- a learner is not able to recognize where the words begin and end,
- due to the lack of key vocabulary, a learner cannot understand the message,
- when a learner listens to a recording, he/she is not able to understand the message without seeing the gestures, facial expressions and lip reading.

During the listening activities, a teacher should expose the learners with the material appropriate to their language level of proficiency such as:

- public notices (information, instructions, advertisements, warnings, etc.),
- listening to the media (radio, TV, films),
- listening to lively discussions (lectures, public speeches, debates),
- unintentional listening to conversations (i.e. in public transport, etc.)

WHAT TO DO TO AVOID SOME PROBLEMS WHILE DOING LISTENING?

Before the lesson, choose an authentic or adapted text according to:

- the age level (fitting their psychological level and interests),
- language proficiency (just above the level of learners).

During the lesson/activity, follow these phases:

Pre-listening

- Serves as a motivational phase (in this phase a teacher makes learners want to listen to the recording),
- **Prepares** learners for listening (key vocabulary and grammar),
- **Introduces** the topic/context.

Choose from the following techniques:

- **Use pictures** from the book or other visuals,
- **Apply brainstorming** techniques –elicit the background knowledge from the learners on the topic in a recording,
- **Ask** easy and understandable **questions** – sometimes provocative or questionable (e.g. Smoking marihuana is beneficial for your health.) The aim is to find out learners´ attitudes and merge them into the topic,
- **Elicit** the background **knowledge** of the learners on the chosen topic,
- **Use** an interesting or amusing a**necdote** or **quotation** – to introduce the topic or issue,
- **Provide** a personal **story** (teachers' lives are always interesting for their learners) on a chosen topic,
- **Discussion** or **narration** – use the key vocabulary from the recording.

While-listening

- Learners are exposed to the listening task at least 2 times. The task during the first listening aims at understanding the main gist, such as:
- Basic questions about the speaker, events or story – Who? When? Where?
- Ordering the pictures in the story or basic information,
- Filling in the chart – key facts,
- True/false questions, multiple choice questions about the basic facts,
- Sentence corrections (summary of the facts are given and learners are supposed to correct or approve them).

- During the second listening learners are already familiar with the keywords, facts and they are ready to work with the fine details of the listening with the help of:
- Open/close questions,
- Filling in the missing information,
- Multiple choice questions,
- Summary of the listening content, etc.

REMEMBER – During this phase, please be aware of balancing the language and content tasks.

If the listening has not been comprehended so far by the majority of your learners, consider to:

a) listen to the recording one more time with frequent interruptions, repetitions and explanations,
b) provide your learners with the tape script.

Post-listening

This phase provides the space for the integration of other language skills - speaking, reading, writing, summaries (oral or written), dialogues, role plays, debates, projects,...

Do not forget to:

1. vary the forms of work (individual, pair and group work),
2. design tasks and activities aimed at critical thinking, analysing, summarizing, evaluating, and creating
   (Kováčiková, Gajdáčová-Veselá, 2016).

8.2 Materials for speaking

Let´s now look at the techniques for developing speaking skills (productive skills) during a CLIL lesson.

Sum up what you know about the objectives of speaking:

- express ideas and thoughts comprehensively according to a particular age and language proficiency level,
- respond to spoken messages in different contexts,
- pronounce words accurately with correct word stress,
- use correct words, correct word order and appropriate grammar.

Your main task is to help the learners be UNDERSTANDABLE ENOUGH TO AVOID CONFUSION IN THE MESSAGE TRANSFER due to faulty pronunciation, grammar, or vocabulary.

Therefore, expose the learners with:

1. controlled activities choral/individual repetitions or imitations, reading out loud, drills (question-answer), dialogues, tongue-twisters, chants, songs,
2. guided activities finding missing information in schedules, stories, texts, retelling the listened or read texts with pictures, picture descriptions, interview,
3. free activities/uncontrolled role plays, situational games, discussions, debates, presentations and speeches.

HOW TO DO IT?

Before the lesson

1. **Choose** an **activity** connected with the topic, just above the level of your learner, with familiar vocabulary and grammar structures.
2. **Fluency** or **Accuracy?** Choose an aim, if it is fluency (understandable message) or accuracy (a practised/revised language structure with accurate vocabulary and pronunciation) - according to the aim, the correction of mistakes and evaluation will be easier.

During the lesson phases

1. **Pre-speaking = motivational phase**

- **'Hook'** your students with pictures, personal stories, anecdotes, jokes, clear questions,
- **provide** them with **key vocabulary** and necessary **grammar structures** (make sure these are written on the board and chorally pronounced in order to ensure the proper pronunciation),
- choose the form of work (pair work/ group work/class mingled) and timing,
- clear and understandable instructions, if possible, with a demonstration.

2. **While-speaking activity**

- if the instructions are clear enough, the activity is running without any big problems,
- **monitor** the activity (walk around the class, help the learners if necessary),
- **record** the mistakes,
- inform the learners about the time left for the activity.

3. **Post-speaking activity**

- **ask** for **feedback** (presentation of a prepared dialogue/ideas/summary),
- **analyse** the recorded **mistakes** (in general, please, do not specify who made them),
- **integrate** other **skills** as an outcome of the speaking part (e.g. writing).

8.3 Materials for reading

Here we pay attention to one of the receptive skills.

Objectives of reading development are to:

- understand the written message responsively to the age level and language proficiency,
- find the specific information,
- find and understand the general message of the written work,
- understand the hidden message such as humour or intercultural specifications of the written text,
- achieve a positive attitude towards reading literature.

Possible difficulties of learners when reading a foreign language:

- I do not know enough vocabulary.
- I need a dictionary all the time.
- It is very slow - it takes ages just to get through a few sentences.
- I often get to the stage where I understand all the individual words, but the whole thing eludes me completely.
- Because it is slow, the pleasure or interest in the content is lost soon (Scrivener, 2011).

WHAT TO DO TO AVOID THESE DIFFICULTIES?

- raise the awareness of the learners that it is not essential to understand every word,
- expose the learners to different reading techniques based on the aim of a reading task (reading for detail, skimming, scanning,...),
- select an appropriate reading task (motivating, encouraging, not too difficult),
- choose appropriate reading activities (comprehension questions, finding specific information, getting the main idea).

READING STAGES

Pre-text

1. **Motivation** and **lead-in activities** (initial discussion of the topic, making an explicit link between the topic of the text and students' own lives and experiences, pre-teaching important and unknown key language necessary for understanding, etc.).
2. **Pre-reading tasks** - e.g. prediction of some information (illustration, keywords, headlines), questions about the text, etc.

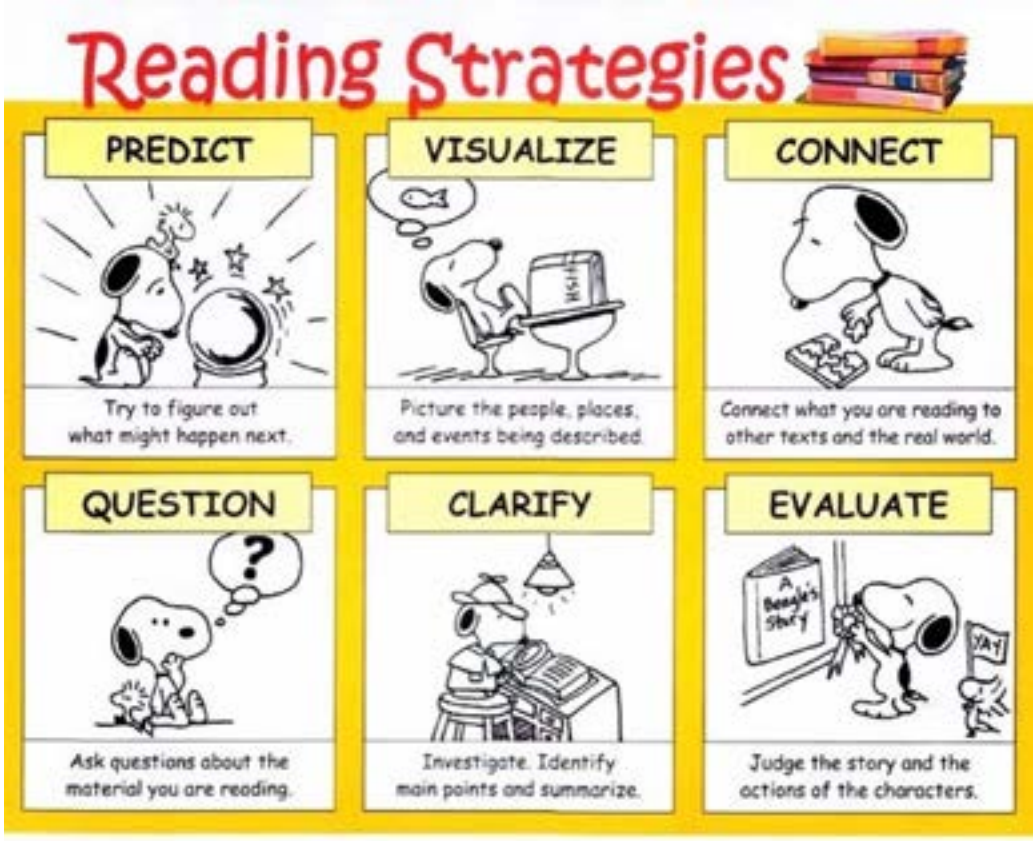
While-reading

1. Tasks to focus on **fast reading for gist (skimming)**, e.g. check text against predictions made beforehand, guess the title from a choice of three options, put pictures or events in order.
2. Focus on fast reading to **locate specific information (scanning).**
3. Tasks to focus on **meaning (general points)**, e.g. answer questions about meaning, make use of information in the text to do something (make a sketch, fill out the form, find out which picture is described, etc.), discuss issues, summarise arguments, and compare viewpoints.
4. Tasks to focus on **meaning** (finer **details of the text**, more intensive comprehensive understanding).
5. Tasks to focus on individual **language items**, e.g. vocabulary, or grammar exercises, use of dictionaries, work out the meaning of words from context.

Post-reading

1. **Follow-on tasks**, e.g. role play, debate, speaking or writing tasks (e.g. write a reply, questions, etc.), personalisation (e.g. ´Have you ever experienced something like this?´).
2. Closing, draw the lesson to a conclusion, **review** what has been studied and **what** has been **learned**.

For specific ideas for reading tasks please check:
Reading | LearnEnglish Teens (www.britishcouncil.org)



8.4 Materials for writing

The last skill that is necessary to mention and include in your CLIL lessons is a productive skill – writing.

None of these skills mentioned earlier should be avoided in your lessons. Even writing involves a different type of mental process (more time to think, reflect, prepare, rehearse, make and correct mistakes). Students are required to work on the development of their writing skills because it helps them during academic study, exams or certification. However, writing can give you a break, relax, quieten a noisy place, and change the class mood.

Phases during writing in a class

Pre-writing, Writing, Post-writing

- motivate your students and introduce the topic,
- reflect real-life writing purposes in the classroom.

Use brainstorming techniques

- write the topic on the board,
- ask students to call out anything that comes to their minds connected with the topic,
- write up everything on the board,
- do not comment, no discussion, these are just ideas.

Provide students with sample texts

- students can study the layout,
- the overall message,
- organization of ideas,
- specific phrases and sentences,
- grammar structures,
- the style and notes,
- the effect on the reader.

Teach them how to structure and organize the idea

- show them strategies on how to order their ideas in a logical sequence.

Help them with writing a draft

- pre-teach useful grammar structures (e.g. tenses), vocabulary, style, etc.,
- teach them how to work with dictionaries.

Revise the draft

- checking spelling, grammar and word repetition,
- sometimes it is good to have feedback from their fellow students, not only a teacher.

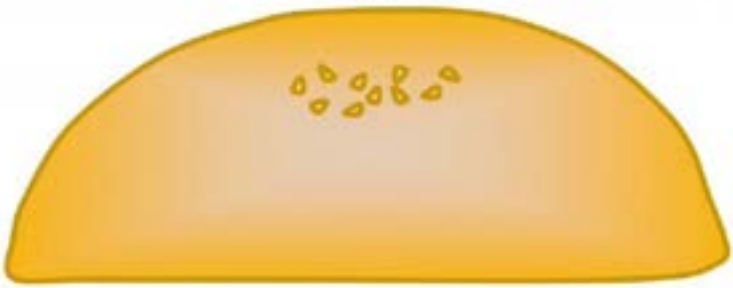
The final product of writing

- displayed as a project,
- read or performed in front of the class, etc.

Parts of a Paragraph

topic sentence

(top bun)



supporting details

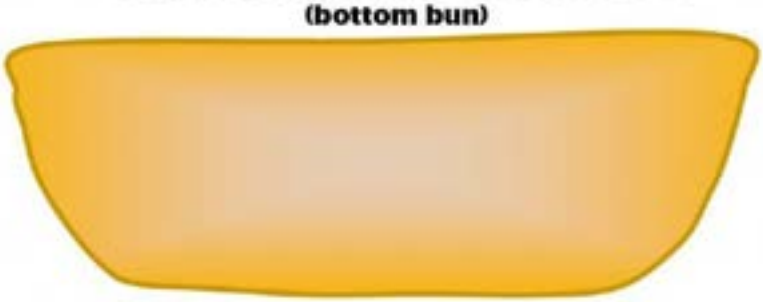
(tomatoes, lettuce, and meat)

colourful vocabulary

(mustard, ketchup, and relish)

concluding sentence

(bottom bun)



Writing tasks

From copying to unguided writing

1. **Copying** (students practise letter shapes in handwriting, copy examples from a textbook or a board),
2. **Doing exercises** (students write single words, phrases, and sentences with limited options),
3. **Guided writing** (students write longer texts in controlled tasks by offering samples, modes, possibly useful language items, frameworks, etc.),
4. **Process writing** (students write what they want to, with help, and encouragement in the process of choosing a topic, organizing ideas, thoughts, writing a draft, etc.),
5. **Unguided writing** (students write freely without overt guidance, assistance or feedback, though a title or task may be set, and work may be "marked" later).

Products of writing

- text messages/emails/letters/postcards,
- newsletter/magazine/blog,
- advertisement,
- description of school events, products, etc.,
- comments, replies to discussions, reviews to websites,
- questionnaires,
- long-term projects,
- applications/ registrations for things, etc. (Scrivener, 2011).

9 EXPLORING THE DIGITAL LANDSCAPE

The last Chapter of this textbook is dedicated to digital platforms and websites as they have become an integral part of education while preparing and conducting lessons. CLIL methodology has been here for more than 20 years and because we live in a digital era, the Internet provides us with many accessible and effective possibilities that may help us craft our CLIL lessons.

In spite of the fact that some teachers insist on leading traditional classrooms, more and more educators and learners alike are embracing the virtual realm for its accessibility, flexibility, and diverse range of learning resources.

So, this Chapter not only equips educators, researchers, and policymakers with insights but also inspires a broader conversation about the future of education in a digital school environment.

The links below offer resources and support for CLIL teachers:

ONESTOPENGLISH – one of the most popular websites that offers resources not only for CLIL teachers but all English language teachers. It includes lesson plans, worksheets, videos and articles that combine language learning with subject content, enhancing students´ language proficiency while learning about different topics. Most of the materials are written by experienced ELT authors who are or were ELT educators. The website is free, partially, but when you register with onestopenglish, you are given the option of receiving both onestopenglish and marketing communications from the website via email. (*www.onestopenglish.com*)

CLILMEDIA – it offers authentic videos and materials related to various subjects, designed to enhance both content knowledge and language skills. You can use these resources to create CLIL lessons. (www.clilmedia.com/articles)

FACTWORLD – is a forum set up to support the teaching of subjects through the medium of foreign language bilingual education, immersion education, content and language integrated learning (CLIL). Moreover, the website offers consultancy to institutions (schools, publishers, ministries of education) on education for integrating the teaching of content and language. The website includes links to useful websites, articles and discussions. (www.factworld.info, *www.factworld.info/en/cat/resources*)

PLAYINGCLIL – offers teachers a new methodology with tools and materials, brings inspiring games and challenges into the classroom, and allows students to learn in a more enjoyable context. (*LINK TO PDF*)

TEACHERSPAYTEACHERS – Teachers Pay Teachers (TPT) is an online marketplace and platform that allows educators to buy, sell, and share educational resources. It has grown to become a popular website where teachers can find a wide variety of teaching materials created by other teachers, saving them time and effort in creating their own resources from scratch. Moreover, it has become a significant resource-sharing platform in the education sector, enabling educators to access high-quality teaching materials and giving teachers the opportunity to earn income from their hard work and creativity. In addition, it offers not only resources for English language teachers, but also content lesson plans and CLIL. (*www.teacherspayteachers.com*)

FLUENTU – is an online language learning platform that uses real-world videos, such as movie trailers, music videos, news clips, and more, to help users learn a new language in context. The platform aims to make language learning engaging and immersive by incorporating multimedia content that reflects authentic language usage and cultural context. (*www.fluentu.com*)

CLILSTORE – is a platform where educators can find and create digital resources for CLIL lessons. It allows teachers to access and adapt materials in different languages and subjects. (*LINK TO PDF*)

OUP – the "OUP" website likely refers to the website of Oxford University Press (OUP), one of the oldest and most well-known academic publishing houses in the world. Oxford University Press publishes a wide range of educational and academic materials, including textbooks, scholarly books, journals, and digital resources. The content covers various subjects and disciplines, catering to educators, researchers, students, and readers globally. (*www.oup.com, elt.oup.com/searchresults?cc=global&selLanguage=en%27&searchtype=cat&fq=&q=CLIL*)

LANGUAGEMAGICIAN – is a digital game-based platform that supports language and content learning. It offers tasks and challenges aligned with CLIL principles to engage students in a fun and interactive way. (*www.thelanguagemagician.net*)

TED TALKS – are a series of short, powerful presentations that cover a wide range of topics, from science and technology to art and culture, delivered by experts and thought leaders in their respective fields. Teachers' use of TED TALKS videos in motivating learners is found useful in arousing motivation among learners. In addition, learners find it more motivating when the teacher assigns them to watch a great English movie and note down a hundred new phrases, they find for them. This process of language learning is an unceasing process as the learners find it motivating and inspiring for them. (*www.ted.com*)

CRASHCOURSE – is an educational YouTube channel that produces engaging and informative video content on a wide range of subjects. The channel was created by John and Hank Green, who are well-known figures in online education and media. CrashCourse's mission is to provide viewers with accessible and entertaining videos that cover complex topics in a concise and easy-to-understand manner. (*www.youtube.com/@crashcourse/playlists*)

Remember that the availability and features of these platforms might change over time, so it is a good idea to explore them further and see which ones align best with your teaching needs and goals. Secondly, when using these resources, remember to adapt them to match your students' language proficiency levels and the subjects you're teaching. Additionally, always evaluate the quality and relevance of the resources before using them in your classroom.

9.1 Artificial intelligence

Artificial Intelligence (AI) can offer several ways to assist CLIL teachers in preparing their lessons more effectively and efficiently. Here are some ways in which AI can be beneficial:

1. **Content Analysis and Selection:** AI can analyse the subject content that needs to be taught and recommend appropriate resources, articles, videos, and materials that align with the curriculum. It can help you find relevant and up-to-date content from various sources to enrich your lessons.
2. **Language Assessment:** AI-driven language assessment tools can evaluate students' language proficiency and identify areas where they might need more support. This information can help you tailor your lessons to meet the specific language needs of each student.
3. **Adaptive Learning Platforms:** AI-powered platforms can provide personalized learning paths for students. Teachers can receive insights on each student's progress, strengths, and weaknesses, enabling them to provide targeted support and adjust their teaching strategies accordingly.

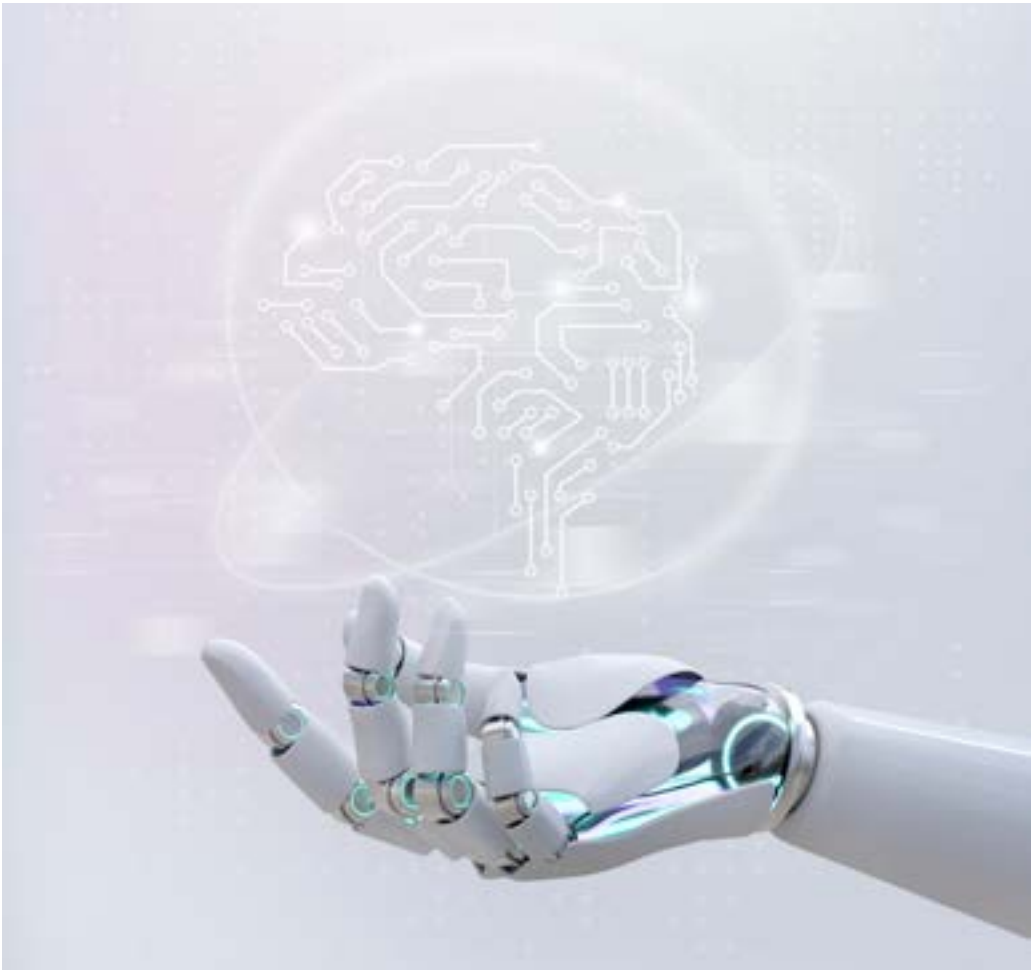
4. **Automated Language Translation:** For CLIL teachers working with students who speak different languages, AI-powered translation tools can assist in translating materials and instructions, ensuring that all students can access the content effectively.
5. **Generating Language Exercises:** AI can generate language exercises and activities that are aligned with the subject content. These exercises can focus on specific vocabulary, grammar structures, and language skills relevant to the lesson.
6. **Speech Recognition and Pronunciation Feedback:** AI-driven speech recognition technology can assess students' pronunciation and provide feedback. This can be particularly helpful in language-focused CLIL lessons to improve students' oral language skills.
7. **Natural Language Processing (NLP):** NLP techniques can help students understand complex texts by breaking down sentences, explaining vocabulary in context, and offering paraphrases or explanations in simpler language.
8. **Content Summarization:** AI can automatically summarize lengthy texts or articles, helping teachers quickly extract key points and ideas that they can incorporate into their lessons.
9. **Lesson Planning and Scheduling:** AI can assist in creating lesson plans, suggesting activities, and organizing the curriculum. It can also help teachers manage their schedules and allocate time for content and language instruction.
10. **Feedback and Assessment:** AI can facilitate automated grading for language exercises, freeing up teachers' time for more interactive and personalized activities. Additionally, AI can offer insights into students' progress over time.
11. **Professional Development Resources:** AI can recommend relevant professional development resources, such as articles, webinars, and courses, to help CLIL teachers enhance their instructional strategies and subject knowledge.
12. **Virtual Classrooms and Collaboration Tools:** AI-integrated virtual classrooms can support CLIL teachers in delivering content, assessing students, and facilitating collaboration among students in an online environment.

It is important to note that **AI** has the potential to enhance CLIL teaching, and it should be used as a **supportive tool rather.** Of course, there are several AI-powered tools and platforms that can support various aspects of CLIL teaching and language integration. Keep in mind that the AI landscape is rapidly evolving, and new tools may have emerged since then. Here are some AI tools and platforms that CLIL teachers could consider:

1. **Linguix** – is an AI-powered writing assistant that provides grammar and spelling suggestions. It can be useful for CLIL teachers when preparing written materials, such as lesson plans and handouts.
2. **VoiceThread** – is a collaborative platform that uses AI-driven voice and video technology to facilitate discussions around multimedia content. It could be useful for CLIL teachers to encourage language use through spoken communication about subject content.
3. **ReadSpeaker** – offers text-to-speech solutions with natural-sounding voices. CLIL teachers can use this tool to create audio versions of subject materials, making content more accessible to students with varying language abilities.
4. **Grammarly** – is an AI-powered writing assistant that helps with grammar, punctuation, and style suggestions. CLIL teachers can use it to improve the quality of written materials and to guide students in their writing assignments.
5. **Vocabulary.com** – uses AI to personalize vocabulary learning. CLIL teachers can recommend this tool to students to enhance their subject-specific vocabulary and language skills.
6. **IBM Watson Language Translator** – for CLIL teachers working with multilingual classrooms, IBM Watson Language Translator can provide automated translation services to make content accessible to students in their native languages.
7. **Google's Teachable Machine** – while not exclusively for CLIL, this tool allows teachers to create simple AI models by training the AI to recognize patterns in images, sounds, or text. CLIL teachers could potentially create interactive exercises or content using this tool.
8. **Classcraft** – uses gamification and AI to create engaging learning experiences. While not directly CLIL-focused, it can be adapted by CLIL teachers to incorporate subject content and language learning through game-based activities.
9. **Pearson's AI Tutor** – Pearson, a major educational publisher, has been developing AI-driven tutors that provide personalized learning experiences. These tools could potentially be adapted for CLIL contexts.

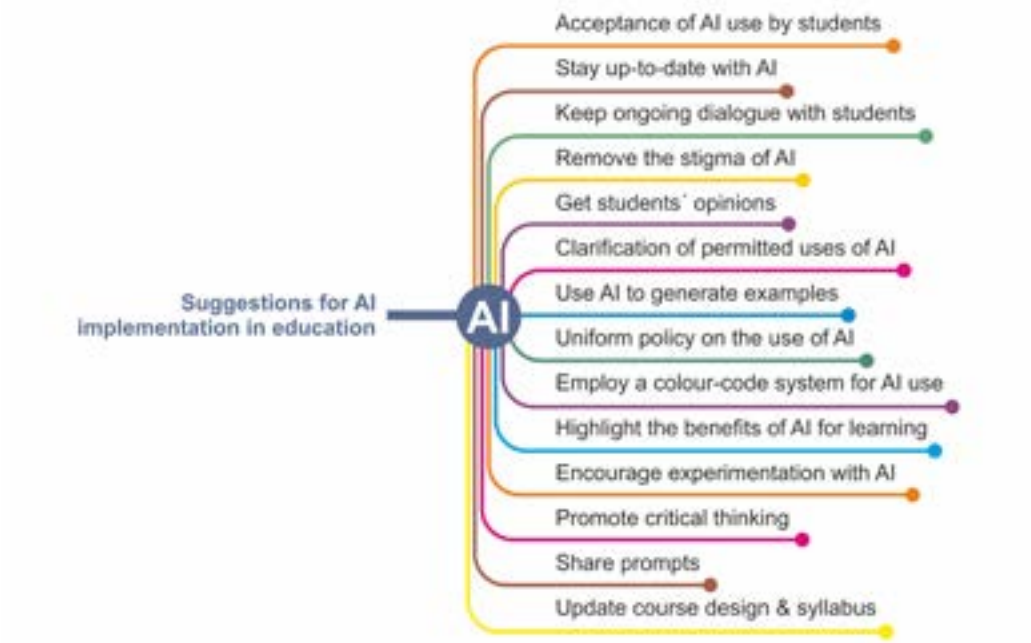
10. **EdTech Platforms** – many educational technology platforms, such as Kahoot!, Quizlet, and Duolingo, utilize AI to create interactive learning experiences. While not designed exclusively for CLIL, they can be integrated into CLIL lessons to enhance engagement and language learning.
11. **Learnt.ai** - with Learnt.ai you can save time and effort by automating the creation of high-quality lesson plans, learning objectives, assessment questions, and a range of other resources. It is designed to augment not replace; inspiring you to create engaging content that aligns with best practices in education, making it easier for you to deliver effective and impactful lessons to your students.

REMEMBER – when exploring AI tools, it is essential to evaluate their suitability for CLIL teaching, the integration with your curriculum, and the needs of your students. Always consider how AI can enhance your teaching strategies and the learning experience for your students.



9.2 The Ethics of AI

We may assume that the school year 2023/24 onwards will be fundamentally influenced by the existence and availability of artificial intelligence. Integrating AI can be a transformative experience for both teachers and students; however, it is important to approach this integration thoughtfully and responsibly. Professor Ryan Watkins from George Washington University in Washington DC suggests some tips that teachers should follow when starting to use AI in their classrooms (2023):



(Source: Baranovič, R.: Umelá inteligencia v škole, ako s ňou pracovať?; Watkins, R.: From AI to A+: Prepare Your Students for Using ChatGPT and other AI).

- **Acceptance of AI use by students** – ensuring that students are comfortable and open to the idea of using AI technologies in the classroom. This might involve addressing any concerns or misconceptions they might have.
- **Stay up-to-date with AI** – you do not need to be an AI expert but keep yourself informed about the latest developments in AI to ensure that your teaching methods and content remain relevant.
- **Keep ongoing dialogue with students** – at the beginning of the school year, inform your students that you have thoughtfully considered the pros and cons of using AI in your classes. Present any class policies concerning AI usage and encourage questions from students. Maintain regular conversations with students to gather their feedback, address their questions, and involve them in decisions about AI integration.

- **Remove the stigma of AI** – work on dispelling any negative perceptions or fears students might have about AI, and foster a positive, open and comfortable discussion among students about using AI in the classroom.
- **Get students' opinions** – actively seek and value the opinions of students regarding the use of AI in the classroom, incorporating their input into decision-making.
- **Clarification of permitted uses of AI** – clearly define the ways in which AI will be used in the classroom, set expectations and boundaries for its use. Do not provide only some general statements, offer specific examples of what is and what is not allowed, instead.
- **Use AI to generate examples** – utilize AI tools to create relevant examples, scenarios, or content that enhance students' understanding of the subject matter. Moreover, show your students how AI can strengthen their learning.
- **Uniform policy on the use of AI** – establish consistent guidelines or policies across your classroom, specific subject or school to ensure equitable and responsible use of AI technology.
- **Employ a colour-code system for AI use** – potentially use a visual indicator, like a colour code, to denote when AI can or cannot be used when working on some assignments. For instance, green code may refer to the permitted use of AI during idea development, source suggestions, etc., orange code indicates the uses that require permission when constructing an outline or drafting a summary, and red code with meaning of not permitted uses of AI when doing comparative analyses or drafting sections.
- **Highlight the benefits of AI for learning** – emphasize the advantages and positive impacts that AI can bring to the learning process, such as personalized learning or enhanced problem-solving. Show your students the real value of incorporating AI into the learning process and how it can significantly develop their knowledge, skills and abilities.
- **Encourage experimentation with AI** – create an environment where students feel encouraged to explore and experiment with AI tools and technologies. Moreover, challenge your students to come up with their own ideas for using AI in your courses.
- **Promote critical thinking** – encourage your students to analyse, question, and evaluate the AI technologies they encounter, fostering a deeper understanding of both the benefits and limitations of AI.
- **Share prompts** – provide your students the prompts or ideas while designing your course/materials to inspire students to use AI creatively in their assignments, projects, or discussions. In addition, encourage your students to share their prompts to demonstrate how AI helped them enhance their learning experience.

- **Update course design and syllabus** – adapt your curriculum and teaching materials to incorporate AI-related content and activities that align with your learning objectives.

Remember that integrating AI into your classroom is a journey and it is absolutely okay to start with small steps and gradually expand your efforts. Following these tips may create a positive and impactful AI-enhanced learning environment for your student.

ASSIGNMENT 3

FINAL PERFORMANCE

Develop a CLIL lesson plan, hand it in to the teacher, and teach a portion of your lesson in class, assuming the role of the instructor/teacher.

CONCLUSION

The textbook, you have just completed, introduces the world of Content and language integrated learning (CLIL) methodology. You have explored both the fusion of subject content and language acquisition and the synergic power that arises when disciplines harmonize.

CLIL is not just an educational approach. It is also a paradigm shift that enables both educators and learners to go beyond traditional lessons. It enables students to engage subjects on a deeper level, and at the same time, to enhance their language proficiency and foster critical thinking.

While reading and studying this textbook, you have explored the strategies of how to involve subject matter with language instructions, tailor it to diverse disciplines and thus support interdisciplinary connections that reflect the complexities of real-world challenges. CLIL definitely opens doors to communication, collaboration, and cross-cultural understanding.

The textbook serves as a comprehensive guide for both in-service teachers and teachers who are new to CLIL. It offers insights into the principles, methodologies, and strategies that make CLIL effective. It provides steps when preparing lesson plans, activity ideas or assessment methods to accommodate diverse learning styles, abilities and language proficiency levels. Moreover, the textbook highlights the significance of cultural sensitivity in CLIL. It equips you with tools to navigate cultural differences and foster an inclusive classroom environment.

Once you decide to implement CLIL into your classrooms, you will equip your students with the ability to apply their knowledge across disciplines, you will encourage their critical thinking to foster their higher-thinking skills which are essential for their success. In addition, you will help them naturally enhance their language proficiency, and develop empathy, tolerance, and an appreciation for different cultures. Finally, your students will gain confidence in expressing themselves in both the subject content and the target language.

In conclusion, this textbook on the CLIL methodology for university students is a timely and vital step to address the demands of multilingual education, enhance academic performance, promote language competence and cultural awareness, support teacher professional development, and respond to student diversity. This resource will serve as an indispensable tool for both instructors and students in implementing CLIL effectively and achieving academic excellence.

ANSWERS

ACTIVITY 1:
Answers in the text below the task

ACTIVITY 2:
Answers in the text below the task

ACTIVITY 3:
Answers in the text below the task

ACTIVITY 4:
Open answer

ACTIVITY 5:
Open answer

ACTIVITY 6:
It is suitable for students from the 3rd-grade primary school and older. It depends on the specific content we choose for a particular grade.

ACTIVITY 7:
Possible answer: learners should learn to recognize the difference between vertebrates and invertebrates; classify animals into groups: mammals, reptiles, amphibians, birds, fish, insects, arachnids, and molluscs; identify and describe key features of animals in each group

Language of learning: vertebrates, invertebrates, backbone, mammals, reptiles, amphibians, birds, fish, insects, arachnids, molluscs, names of animals, parts of the body, fur, shell, scales, eggs, lungs, gills, warm-blooded, cold-blooded, water, land

Language for learning: We put ... in one/the other group; Are they ...? Yes, they are. / No, they aren't.; Do they ...? Yes, they do. / No, they don't.; Why ...?; The ... is a ... because ...; They live / lay eggs / have got ...

Language through learning: for example, we want learners to report back on how they have grouped the animals, e.g. We put animals, that live in or near water in one group, and animals that live on land in the other group. / We put animals with legs in one group and animals with no legs in the other group

Or we want learners to build up a description of one animal group orally, e.g. Mammals are warm-blooded because …… and have fur or body hair. They have live babies and feed their babies with milk. They breathe with their lungs.

ACTIVITY 8:

Possible solution: first, you should apply the lower-order thinking skills, so learners remember new words and phrases. For instance, cognitive skills might be predicting, classifying, reasoning, applying knowledge, identifying and sorting, and justifying.

The first activity could be the one when learners name the animals, they are able to identify. For example, play an alphabet game with the whole class to elicit the names of animals. Say the letters in turn and learners name animals they know, e.g. A - Alligator! Ant! / B - Bear! Butterfly! / C - Camel! Cow! etc. If the children cannot name an animal for the letter, they say Pass! Keep a record of answers. Learners win the game if they can name at least one animal beginning with each letter more than they say pass.

Then, it is time to start with new words/phrases that relate to the "new topic".

Ask Are animals the same? / Are bears the same as butterflies? (for example) and elicit some of the differences, e.g. Bears have fur. / Butterflies have wings.

Now, what comes next is to explain learners what they are going to do - classify animals and to identify and describe the features of different animal groups.

Afterwards, you can prepare for learners a worksheet (look at ANNEX 1), cut the pictures of animals, and ask them to arrange the animal cards on their desks into two groups using a feature that the animals have in common (optional, learners can work in pairs or groups). Once they finish, ask them to report back on how they have grouped the animals e.g. We put animals, that live in or near water in one group, and animals that live on land in the other group. / We put animals with legs in one group and animals with no legs in the other group.

Then establish that all animals in the world can be put into two main groups: vertebrates, or animals with a backbone, and invertebrates, or animals with no backbone. Clarify the meaning by asking the children to feel their own backbones and demonstrate this. Give learners time to rearrange their cards based on this criteria.

Check children have sorted the cards correctly by asking them to name the animals in each group (vertebrates: tiger, frog, parrot, whale, snake, parrot, goldfish, crocodile, newt, owl, shark; invertebrates: spider, butterfly, ladybird, scorpion, snail, octopus).

This way, you can come up with other or more activities. Moreover, you can "classify" animals based on some other criteria. It all depends on previous choices (Activity 7 and 8).

ACTIVITY 9:

Open answer

ACTIVITY 10 (potential answers):

1. A CLIL teacher is an educator who specializes in implementing the CLIL approach in their teaching practice. CLIL teachers are skilled in combining subject-specific content with language instruction in a foreign/second language. They play a crucial role in assisting the integration of language learning and content learning in the classroom.
2. A CLIL teacher should be proficient in both the target language and the students' native language. They should have adequate knowledge of the content area they are teaching (science, history, geography, etc.), use a variety of instructional strategies to promote language development while teaching subject-specific concepts, implement scaffolding techniques to support students at different language proficiency levels, use authentic materials such as newspapers, videos, and real-life texts to expose students to language as it is used in real-world contexts and promote cultural awareness and sensitivity by integrating cultural elements into the lessons. In some educational settings, CLIL teachers work in cooperation with language teachers or language support specialists to ensure a holistic language learning experience for students.

ACTIVITY 11:

Task 1 (potential answers):

a) The role of a CLIL teacher is to integrate content and language instruction. They facilitate learning in both the subject area and the target language, creating a meaningful and authentic learning experience.
b) A CLIL teacher integrates content and language by teaching subject-specific content in the target language. They use authentic materials, discussions, projects, and activities that require students to use the language to understand, analyse, and discuss the content.
c) CLIL teachers can use strategies such as language scaffolding, providing clear explanations, using visuals and real-world examples, encouraging group discussions, and promoting active language use in authentic contexts.
d) Challenges may include varying language proficiency levels among students, adapting content to fit language abilities, finding appropriate authentic materials, balancing content coverage and language development, and addressing potential resistance from students or parents.

Task 2: open answer

TEST YOURSELVES ANSWERS:

1c, 2d, 3b, 4c, 5b, 6b, 7a, 8c, 9b, 10a, 11a, 12b, 13d, 14c, 15b, 16b, 17c, 18b, 19c, 20c

ACTIVITY 12:

Task 1 (suggested answer):

Subject	Maths / Geography / Music, etc.
CLIL Topic/Activity	Linear Graphs / Exploring Continents / Musical Instruments, etc.
CLIL Activity Time	10 minutes / 25 minutes / whole lesson
Class / Number of Students	first/second grade / 15/20 students
Language Objectives	use of **present simple / conditional sentences / sequence** (firstly, secondly, ...) / **modals** (can, may, might, ...) / **past tenses** (past simple and past continuous) / **passives** (is done, are made, ...) / **future** (will, going to), etc.
Language Used for Communication (BICS)	is made of ... is described ... add/divide ...in comparison/in contrast ... am/is/are going to ... What is ..like?/What does .. mean/do/make? ...numbers ... letters of alphabet, etc.
Content Language (CALP)	divided by, in contrast to/in comparison to, brass / woodwind /string instruments..., archipelago/island/ creek/desserts, ...
Content Objectives / Cognition	identifying, comparing, contrasting, reasoning, generalizing, ... (lower and higher cognitive skills)
Materials / Resources used	textbook, printed sheets, computers, crayons, etc.

CLIL Activity – procedure (techniques, form of work, timing, etc.) 1. activate prior knowledge 2. pre-teach necessary knowledge 3. practise the vocabulary 4. language skill development (reading, listening, speaking, writing) 5. summarize 6. integrate another skill 7. plan the timing	1. **warm-up** (brainstorming, game, miming, personal story/anecdote, joke, picture–eliciting, etc.)[1] 2. presentation of necessary **content vocabulary and vocabulary necessary for practising** (by using pictures, explanations, miming, gestures, etc.) [2] 3. gap-filling exercise, matching words with definitions, in pairs - finding missing word exercise, asking for the missing word, explanation, etc. 4. **reading** a text, watching a short video, **listening** to a recording, **writing** a piece of text, **speaking** with a partner/in a group about the content topic (individually or in pairs/groups), etc. [3] 5. presenting outputs – answers for the questions shared with the whole class, presenting the main idea, reading a written text, performing a dialogue, the main point of discussion, etc. 6. if the previous task was reading, the discussion may follow … if writing, speaking may follow …if listening, speaking may follow … if speaking, a writing task may follow[4]
Performance Assessment of Students	Positive approach – primary-level learners – stickers, smileys, funny stamps Positive approach – secondary-level learners – depend on national curriculum criteria (oral or written evaluation/grades)
Cultural Aspect(s)	If applicable, compare the content with the English-speaking countries' context (e.g. using a decimal point and comma in math, etc.)

1. Try to start a lesson by finding what your learners know about the topic. Sometimes it may be hard for them to use L2. Make them feel free to use L1 and then translate (use scaffolding techniques).
2. Write the words or phr ases on the board and check whether your learners can pronounce them correctly (choral and/or individual repetition).
3. Do not forget to state WHILE-ACTIVITY TASKS (e.g. find the answer for the questions … give me the main idea of the text/video/recording …how many times is/are … mentioned in the text/recording/ video …).
4. An activity = pre-, while-, post-activity tasks (an activity = a brick of lesson = a lesson is made of set of activities)

Task 3 (suggested answer):

Subject	Maths
CLIL Topic/Activity	What to do – divide or multiply?
CLIL Activity Time	Whole lesson
Class / Number of Students	primary class / 15 students
Language Objectives	to read decimals correctly
Language Used for Communication (BICS)	smaller, bigger, times less, times more, increase, decrease, per, faster
Content Language (CALP)	decimals, -tenths, -hundredths, -thousandths; multiplication, multiplier, division.
Content Objectives / Cognition *(What thinking skills are needed of learners)*	identifying, comparing, calculating, applying
Materials / Resources used	handouts, markers, computer, projector, video

CLIL Activity – procedure (techniques, form of work, timing, etc.) 1. *activate prior knowledge* 2. *pre-teach necessary knowledge* 3. *practise the vocabulary* 4. *language skill development (reading, listening, speaking, writing)* 5. *summarize* 6. *integrate another skill* 7. *plan the timing*	1. Divide students into groups of 2-3. 2. Watch the video about decimals (e.g. *youtu.be/lCE-FdlLMMY*) 3. Discuss with the class how decimal is represented in English and our context. Point to -tenths, -hundredths, -thousandths. Prepare examples of these numbers and let students identify -tenths, -hundredths, -thousandths. 4. Check with the class the correct pronunciation of the decimal point (chorally, individually). 5. Prepare examples of decimal numbers on the board (or as a handout) and ask students to read them in pairs/groups and then check with the class (e.g. 15.4, 2.9, 8.47, 0.18, 13.026) 6. Do the same activity with written decimal numbers (e.g. two point eight-tenths, three point seven-tenths, three point seven thousandths, etc.). Let students read them and write with numbers. 7. Introduce the difference between division and multiplication. Prepare some examples, read them by yourselves and then ask students to repeat them after you. Point to signs times (x) and division (:). 8. Demonstrate some simple examples on the board (e.g. 15:3, 4 x 9, etc.). Ask students first to identify multiplication and division examples, then read examples and finally calculate them. 9. Prepare handouts with maths tasks from the simplest to the most complex (e.g. Divide 4.5 by 3 / 1.2 - increase this number three times / 2.74 - decrease this number two times / Karolina is 4 years old. Her sister Viktoria is 3 times older. How old is Victoria? / Chocolate costs € 2.36, a candy is 4 times cheaper. How much does a candy cost? etc.). First, let students read them in pairs/groups, and ask them to identify which task refers to division and which to multiplication. Then, ask them to solve them. Finally, check with the class. 10. Ask each pair/group to come up with their own simple tasks on a piece of paper. Afterwards, distribute tasks among pairs/groups and let students calculate them.

Performance Assessment of Students	Use smileys (e.g. ☺, 😐, ☹) to find out how your students liked the lesson and activities.
Cultural Aspect(s)	Prepare different decimal numbers in both the Slovak and English contexts (e.g. 1,25 / 5.314 / 15,03). Ask students to identify which are written in Slovak and which are in the English context. Present students leaflets of Grocery deals and offers in the UK and the same in Slovakia (e.g. Tesco leaflet in the UK *www.tesco.com/groceries/en-GB/promotions and in Slovakia www.tesco.sk/akciove-ponuky/letaky-a-katalogy* Ask students to read particular products and their prices.

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SOURCES OF PICTURES

Picture 1 – 6	www.freepik.com
Picture 7	www.researchgate.net/figure/The-4Cs-Framework-of-CLIL-Coyle-et-al-2010-Coyle-2011-As-illustrated-in-Figure-1_fig1_342050449
Picture 8	www.freepik.com
Picture 9	www.researchgate.net/figure/The-language-triptych-as-presented-by-Coyle-Hood-and-Marsh-2010-Coyle-et-al-2010_fig1_328805531
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Picture 12	www.edweek.org/education/opinion-heres-whats-wrong-with-blooms-taxonomy-a-deeper-learning-perspective/2018/03
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VIDEO 1	www.youtube.com/watch?v=gKpXq0EfGPU
VIDEO 2	www.youtube.com/watch?v=z9VGjI3-Mnk
VIDEO 3	www.youtube.com/watch?v=5U_yKDrpQQ8
VIDEO 4	www.youtube.com/watch?v=RJBT372_nb0
VIDEO 5	www.youtube.com/watch?v=xQ6Kv4igL08
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LINK 2	www.kniznica.orbispictus.sk/matematika-8-1-diel/#1
LINK 3	www.cloud6u.edupage.org/cloud/Biologia_pre_7._rocnik_ZS_a_2._rocnik_gymnazia_s_osemrocnym_studiom.Zdf?z%3AHj%2FetGPuZRGpiGgc5Ns3Cw4Xf2C25iMHu%2BMOKKqddPoE6cpLPk4fjAlMgJorSi%2BO
LINK 4	www.kniznica.orbispictus.sk/dejepis-9/

APPENDIXES

APPENDIX 1

Gymnázium, Bilíkova 24, 844 19 Bratislava

Kritériá na prijatie žiakov na školský rok 2023/2024

V súlade so zákonom 245/2008 Z.z. a ďalšou platnou legislatívou určujem podmienky prijatia na štúdium na Gymnázium, Bilíkova 24.

BILINGVÁLNE (päťročné) ŠTÚDIUM slovensko-anglické (79 02 J 74)
(*pre uchádzačov z 8. a 9. ročníka základných škôl*)

Forma skúšky : písomné testy obsahujúce úlohy s výberom správnej odpovede

OBSAH A ROZSAH PRIJÍMACEJ SKÚŠKY: prijímacia skúška bude pozostávať z overenia špeciálnych schopností a nadania:

TEST 1 zo všeobecných študijných predpokladov - verbálne schopnosti, analytické schopnosti, kvantitatívne schopnosti a práca s údajmi

TEST 2 zo všeobecných jazykových schopností - vnímavosť na cudzie jazyky, schopnosť analyzovať neznámy jazyk, sluchová dispozícia na učenie sa jazykov, verbálne myslenie, slovná zásoba

Bodovanie pri prijímacích skúškach:

Žiak má možnosť získať **maximálne 160 bodov**, a to:

- maximálne **45 bodov z Testu 1**
- maximálne **35 bodov z Testu 2**
- maximálne **40 bodov za individuálne aktivity** (dosiahnuté výsledky v olympiádach z predmetov matematika, fyzika, chémia, biológia, slovenský jazyk a literatúra, dejepis, geografia, cudzí jazyk, Hviezdoslavov Kubín, Šaliansky Maťko, Pytagoriáda v školskom roku 2021/2022 a 2022/2023.

  - za 1.-3. miesto v celoštátnom kole 20 bodov
  - za 1.-3. miesto v krajskom kole 10 bodov
  - za 1.-3. miesto v okresnom kole 5 bodov

Úspešnosť v olympiádach musí byť uvedená na prihláške. Hodnotí sa jedno najvyššie umiestnenie v každom školskom roku – výsledky jednotlivých postupových kôl sa nesčítavajú.

- maximálne **40 bodov za študijné výsledky** – za prospech zo základnej školy budú pridelené preferenčné body podľa známok z koncoročnej klasifikácie z 8. ročníka a z polročnej

klasifikácie z 9. ročníka (v prípade žiakov, ktorí sú v 8. ročníku, z koncoročnej klasifikácie zo 7. ročníka a z polročnej klasifikácie z 8. ročníka). Body budú pridelené nasledovne:

- Slovenský jazyk a literatúra - známka výborný 5 bodov
  - známka chvalitebný 3 body
- Matematika - známka výborný 5 bodov
  - známka chvalitebný 3 body
- Cudzí jazyk (v prípade dvoch cudzích jazykov sa započítava lepšia známka)
  - známka výborný 5 bodov
  - známka chvalitebný 3 body
- Za výborný prospech (samé jednotky) v školskom roku 2021/2022 a 2022/2023 5 bodov

V prípade zníženej známky zo správania (v 8. a 9. ročníku ZŠ alebo 7. a 8. ročníku ZŠ) sa uchádzačovi odpočítajú body:

Znížená známka zo správania: na 2. stupeň - 20 bodov
na 3. stupeň - 30 bodov
na 4. stupeň - 40 bodov

Slovné hodnotenie bude prevedené na známku v zmysle Metodického pokynu 22/2011 na hodnotenie žiakov ZŠ.

Podmienka úspešného vykonania skúšok:

Žiak úspešne vykoná prijímacie skúšky, ak získa z Testu 1 minimálne 50% bodov a z Testu 2 minimálne 50% bodov.

Podmienky prijatia:

1/ Podľa celkového počtu bodov (súčet bodov za Test 1, za Test 2, za individuálne aktivity a študijné výsledky) sa zostaví poradie úspešných uchádzačov.

2/ V prípade rovnosti bodov viacerých uchádzačov rozhodnú o celkovom poradí nasledujúce kritériá:

- podľa zákona č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov, Piata časť – prijímanie na výchovu a vzdelávanie § 67 ods.3 bude prednostne prijatý uchádzač, ktorý má podľa rozhodnutia posudkovej komisie sociálneho zabezpečenia zmenenú pracovnú schopnosť

- v prípade, že nebude možné rozhodnúť podľa predchádzajúceho bodu, zoberie sa do úvahy v nasledujúcom poradí:

1. vyšší počet bodov uchádzača v Teste 1
2. vyšší počet bodov uchádzača v Teste 2
3. v prípade rovnosti bodov vyšší počet bodov uchádzača za individuálne aktivity (bodovanie je uvedené v predchádzajúcej časti)
4. v prípade rovnosti bodov vyšší počet bodov uchádzača za študijné výsledky (bodovanie je uvedené v predchádzajúcej časti)
5. v prípade rovnosti bodov bude uprednostnený žiak deviateho ročníka

Uchádzači s rovnakým počtom bodov, ktorých nebude možné zoradiť do poradia ani po zohľadnení predchádzajúcich bodov, vykonajú doplňujúci test na určenie poradia.

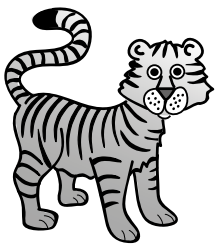
Ďalšie informácie:

- prípadnú neúčasť na prijímacích skúškach z vážnych dôvodov treba ospravedlniť najneskôr v deň konania prijímacích skúšok do 11.00 h na riaditeľstve školy (v prípade ochorenia doklad od lekára nesmie byť starší ako 3 dni). Počet prijatých uchádzačov bude znížený o počet neprítomných uchádzačov ospravedlnených riaditeľom školy. Po vykonaní skúšok v náhradnom termíne sa tieto výsledky zaradia medzi výsledky zatiaľ neprijatých žiakov a z takto vytvoreného poradia bude doplnený počet prijatých uchádzačov
- žiakom so špeciálnymi výchovno-vzdelávacími potrebami sa odporúča vopred konzultovať podanie prihlášky na bilingválne štúdium so školským psychológom
- žiak so špeciálnymi výchovno–vzdelávacími potrebami bude mať úpravu prijímacej skúšky len na základe vyplneného kódu vzdelávania uchádzača so ŠVVP v prihláške
- bližšie informácie o škole a prijímacích skúškach nájdete na https://gymbilba.edupage.org/

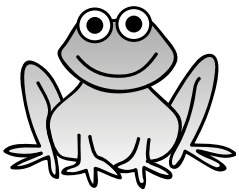
Bratislava 30.11.2022 **Mgr. Daniel Kasala v.r.**

riaditeľ školy

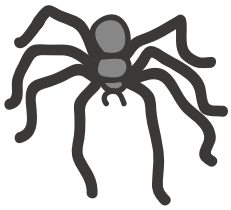
APPENDIX 2



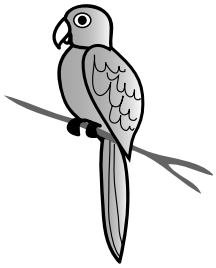
a tiger



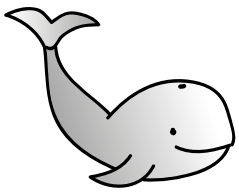
a frog



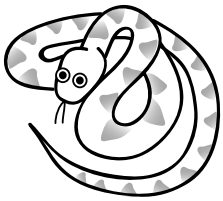
a spider



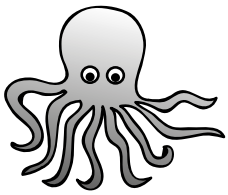
a parrot



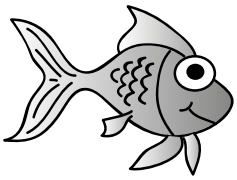
a whale



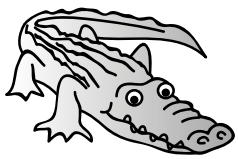
a snake



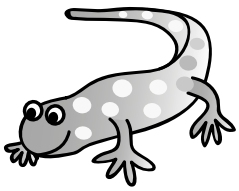
an octopus



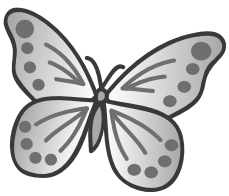
a goldfish



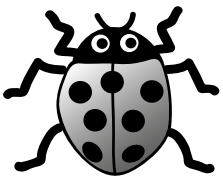
a crocodile



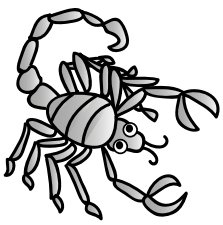
a newt



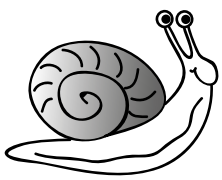
a butterfly



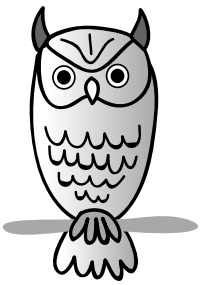
a ladybird



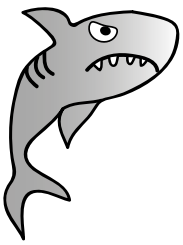
a scorpion



a snail



an owl



a shark

EMBRACING THE POWER OF CLIL

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