



MATERIALS IN CLIL CLASSES

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1 Slovak CLIL

- bilingual education is closely associated with the concept of CLIL;
- 1950's regional and minority languages, early 1990's English, French, German, Spanish, Italian, Russian;
- bridge between demanding bilingual and traditional FLT;
- challenging for Slovak learners;
- down top process of implementation;
- lack of specialized CLIL teacher training programmes;
- enormous popularity and pressure from stakeholders – school management and parents;
- no professional CLIL network.

2 Methodology

aim

- to raise an awareness of importance in materials within lesson planning and examine CLIL materials in specific educational environment in Slovakia within the selected primary schools

research questions

1. How is the 4Cs framework reflected within CLIL material planning by primary teachers?
2. Does the preparation of materials for CLIL lessons require any special teacher competencies?

methods

critical instance case study

semi structured interviews

7 primary teachers

questionnaires

39 teachers

content analysis

3 Results

1. progress in communication was limited to vocabulary repetition lacking any cohesive aspect;
2. a teacher who is unfamiliar with CLIL methodology has problems using already prepared materials with activities and tasks correctly;
3. materials planning and preparation (along with lesson planning and assessment) preparation are to be unquestionably viewed as the most difficult stage; problematic areas:
 - i. to get acquainted with language competencies for A1.1 according to CEFR along with ŠVP for content specifications;
 - i. to state content objective - seemed to be easy and language objective - many hurdles ;
4. inadequate language qualification results in time consuming preparation of materials with appropriate scaffolding;
5. 4Cs
 - *cognition* - dominantly remembering , understanding, repeating; rarely constructing, producing, questioning
 - *communication* - few authentic inputs - such as short videos, recordings, articles, short stories, literature
 - *culture* - major drawback, a greater workload for teachers due to lack of CLIL materials related to specific cultural context
 - *content* – following ŠkVP, more simple informational materials, short descriptions, visual support
6. developing appropriate CLIL materials or adapting - three core competences:
 - competence in a target language,
 - target subject ,
 - CLIL methodology.

5 Conclusion

conclusions

- essential pillars – an appropriate training in CLIL along with language qualification;
- better cooperation with language teachers;
- knowledge of methodology for integrating both language and content is at the top;
- language through incidental learning and a wider range of materials;
- understanding how CLIL works should give teachers the necessary knowledge of how to prepare teaching materials to achieve global goals.

CLIL is not as simple as many stakeholders have thought, therefore adequate attention should be paid to teacher training programs. However, the challenges with CLIL include the lack of resources in schools in terms of materials to cover a wide variety of topics and that so few teachers are willing to work with and thus cooperate. It would make it easier if there was a network or a database of materials, encouraging the use of more CLIL teaching materials.

4 Data

time

2 hours the most frequent answer counting for almost 45% of respondents, next 1 hour representing more than 30% and 15% stated it might take 3 or over 3 hours 10% (see Fig.1).



Fig.1

types of sources

21% state the use of authentic materials (real objects), 79% work solely with supplementary materials (personally prepared worksheets and ppt presentations) 100% exploit predominantly pictures and posters (pre-teach vocabulary, easy to find, raise learner's confidence), almost 62% use recordings and videos (sounds, pronunciation, setting), more than 30% use authentic texts (info about culture and topic, develop reading), less than 11% benefit from pictionaries (prepare for next work with dictionaries, different lessons, develop learning strategies)(see Fig.2).

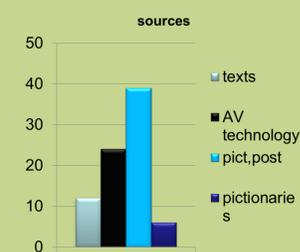


Fig.2

types of tasks

predominance of lower level skills – matching, labelling and naming, lack of creative thinking skills – create/produce/make (see Fig.3)

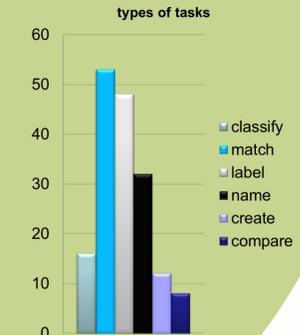


Fig.3

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