



MODULE

The Potential of CLIL from the Perspective of Foreign Language Methodology

LEARNING OBJECTIVES:

- Clarifying the interest in CLIL
- Clarifying the aims of CLIL
- Creating an awareness of the added value of bilingual teaching models
- Explaining the methodological interrelation between subject and foreign language
- Presenting flexible bilingual teaching modules

METHOD:

presentation with practical suggestions, plenary discussion

DURATION:

approx. 2 hours

MATERIAL:

- [PowerPoint transparencies](#) / [PDF transparencies](#)
- Work sheets

PROCEDURE:

Presentation with the following foci:

- Reducing teacher-centred teaching in traditional background studies;
- Developing procedural skills;
- Fostering the interaction between one's own and other cultures;
- Focusing on activity-based, communicative and goal-oriented learning.

Practical Suggestions:

1. The participants split up into bi-national groups. Firstly, they work out the key concepts of two political speeches, which were given with regard to the same event in different countries. For this, each national group receives 15 to 20 words in the respective foreign language. They have to arrange the words so that a line of argument becomes discernible. The bi-national groups then exchange their results and compare them.

2. At the second stage, the participants receive the two speeches as texts. Firstly they check if their assumptions fit the politician's argumentation. Then they compare the messages of the speeches as well as the contexts in which they were originally given. Finally, they investigate individual phrases with regard to terminological problems and intercultural peculiarities. In a mind mapping exercise, each participant writes down what comes to his/her mind when hearing one of the inter-culturally relevant terms (e.g. "liberty"). The tutor chooses two possibly contradictory terms/words from all the terms that have been collected.

3. The participants then have to find more associations for these two terms/words, three associations based on the sound of the words and three based on their meaning. Out of these 14 words the participants are then asked to compose a short text. When evaluating these texts, subconscious preconceptions as well as different cultural "standards" might be discovered.



COMMENTARY:

The PowerPoint presentation should take into account the different national CLIL contexts. When selecting the texts that are to be investigated, one should pay attention to the comparability of their linguistic registers, their context and their implied audience. These practical activities are helpful in that they make transparent the overriding transnational character of bilingual teaching. This intention has to be clarified and didactically explained with regard to the different steps of the exercise.