



Det Nationale
Center for
Fremmedsprog

CLIL-INSPIREDE OG TVÆRFAGLIGE FORLØB ENGELSK

MATERIALEPAKKE 6

Denne materialepakke er udarbejdet med støtte fra NCF til uddannelsen sprogfagsvejleder i et samarbejde mellem:

- Københavns Professionshøjskole
- Københavns Universitet
- VIA-University College
- Roskilde Universitet
- Syddansk Universitet
- Aarhus Universitet
- UC-Syd





MATERIALEPAKKE 6: CLIL-INSPIREREDE OG TVÆRFAGLIGE FORLØB - ENGELSK

Planlægning, gennemførelse, understøttelse, evaluering og udvikling af CLIL-inspirerede og tværfaglige forløb med udgangspunkt i autentiske tekster og med inddragelse af internationalt samarbejde

Introduktion til materialepakken

I denne materialepakke finder du relevante engelsksprogede tekster, der beskriver teori og praksis bag begrebet Content and Language Integrated Learning (CLIL). Til teksterne findes en række refleksionsspørgsmål, som du kan bruge til at reflektere over, hvorfor og hvordan CLIL (kan) implementeres i din egen praksis. Som introduktion til eller yderligere refleksion over teksterne får du desuden videomateriale i to dele, i hvilket vi præsenterer hovedpointerne i teorien samt en række praktiske greb til at implementere CLIL i engelskundervisningen på forskellige klassetrin. Sidst i materialepakken finder du links til konkrete undervisningsforløb og aktiviteter med fokus på CLIL.

Målgruppe

Grundskole					
Indskoling	X	Mellemtrin	X	Udskoling	X
Gymnasial ungdomsuddannelse					
1. g	X	2. g	X	3.g	X

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Video

Del 1: <https://youtu.be/2HR7rGwWJes> Del 2: <https://youtu.be/jxPXraUTcCs>

Refleksionsspørgsmål

- In your own context, which model for CLIL do you use?
- Who is involved in the teaching and the learning?
- Who is involved in the planning?
- What are the desired learning outcomes?
- How can we as teachers account for the quality of the learning experience?
- What are the specific opportunities and challenges of teaching CLIL principles with young learners vs. older learners? E.g. in terms of scaffolding and differentiation?
- Collaborative teaching with a content teacher is a common element in CLIL instruction. To what extent have you taught collaboratively with colleagues from your own or other disciplines? What are the challenges and opportunities of collaborative teaching?



Anvendte begreber og termer på målsproget og på dansk

Engelsk	Dansk
Content and Language Integrated Learning (CLIL)	
Content based instruction (CBI)	Indholdsbaseret sprogundervisning
Task based language teaching (TBLT)	Task-baseret sprogundervisning
Higher order learning skills (HOTS)	
Lower order learning skills (LOTS)	
Immersion (in language)	Sprogbad
Plurilingual education	Flersprogethedsdidaktik
Cognition	Kognition
Circumlocution	Omskrivning / tale rundt om ordet

Litteratur

Bentley, K. (2015). "CLIL Scenarios with Young Learners". *Teaching English to Young Learners: Critical Issues in Language Teaching with 3-12 Year Olds* (ed. Janice Bland). Bloomsbury Academic, pp. 91-111.

Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge, UK: Cambridge University Press, pp. 14-16.

Harmer, J. (2015). *The Practice of English Language Teaching* (5 ed). Pearson, pp. 7-9; 225-226; 267-268.

Læsespørgsmål

Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge, UK: Cambridge University Press, pp. 14-16.

1. Before you read the chapter, think about your own educational experience. Beyond your traditional language classes in school, did you study any subjects (*fag*) **through** your foreign language? If yes, what did this entail? Who was your teacher (a language teacher or a content teacher, or both)? What were you tested on?
2. The authors note that before developing a CLIL model, you need to consider the operating factors. What are these factors? What are these factors in your context?
3. Table 1 lists a number of reasons for introducing CLIL categorized by contextual factors (i.e., *Context, Content, Language [communication], Learning [cognition], and Culture*). Can you think of any additional contextual factors? Do you recognize any of the reasons as rationalization for using CLIL in your teaching?
4. Reading through the level specific descriptions, which of the models presented in the chapter represents an approach that you could (or already) work with?



Harmer, J. (2015). *The Practice of English Language Teaching* (5 ed). Pearson, pp. 7-9; 225-226; 267-268.

1. Content-based language teaching and CLIL have a number of commonalities. However, CLIL builds on three principles, the 3 Cs. What are the 3 Cs and why might this be important?
2. Review an educational taxonomy, i.e., Blooms' taxonomy, and identify the HOTS and the LOTS.
3. Reflecting back on previous input from the course, how can translanguaging support CLIL instruction?
4. What is the difference between Hard CLIL and Soft CLIL? And which characterizes best your own practice?
5. What is the role of task-based language teaching in CLIL?

Forslag til supplerende læsning

Relevant texts and video

Coyle, D. (2018, May 28). "Professor Do Coyle: What are the principles of CLIL".

<https://www.youtube.com/watch?v=fS7VfRLOgnI>

Jacobs, C. (2010) Collaboration as pedagogy: Consequences and implications for partnerships between communication and disciplinary specialists, *Southern African Linguistics and Applied Language Studies*, 28:3, 227-237, DOI: 10.2989/16073614.2010.545025

Marsh, D. (2000). *Using Languages to Learn and Learning to Use Languages*.

<http://archive.ecml.at/mtp2/clilmatrix/pdf/1uk.pdf>

Marsh, D. (2002). CLIL/EMILE – The European dimension: Actions, trends and foresight potential. University of Jyväskylä. https://jyx.jyu.fi/bitstream/handle/123456789/47616/1/david_marsh-report.pdf

The Cogent Construct. (2022 January 20). *What is CLIL*. <https://www.youtube.com/watch?v=2h33LnlqR1c>

Authentic texts

Aitken, S. (2011). *Fever at the Poles*. Looking Glass Library

Hillcoat, J. (2009). *The Road*. The Weinstein Company

Hunt, P. (2020). [Here We Are: Notes for Living on Planet Earth](#). Apple TV.

Jeffers, O. (2017). *Here We Are: Notes for Living on Planet Earth*. New York: Philomel Books

Lloyd, S. (2009). *Carbon Diaries: 2015*. New York: Holiday House

Maclear, K. & Pak, K.(2017). *The Fog*. Tundra Books

McCarthy, C. (2006). *The Road*. New York, NY: Alfred A Knopf.

McKay, A. (2021). *Don't Look Up*. Netflix

Stevens, F. (2016). *Before the Flood*. National Geographic Documentary Films.



Suggestions for activities

Pateraki, I., Licht, A. (2020). *Classrooms in action: Teaching climate change with eTwinning*. Central Support Service of eTwinning - European Schoolnet, Brussels:

https://www.etwinning.net/downloads/2020_book_teaching_climate_change_with_eTwinning_EN.pdf

CLIL lesson plans focusing on environmental issues: <https://www.teacher.org/lesson-plans/environmental/>

På <https://ncff.dk/soeg-projektmidler/bevilligede-projekter/didaktisk-udvikling> kan I også finde beskrivelser af en række projekter støttet af NCCFF, der omhandler og anvender CLIL-principper på forskellige niveauer.

Etwinning – Environmental superheroes (indskoling/mellemtrin):

<https://twinspace.etwinning.net/67282/home>

Etwinning – Tree Detectives Across Europe (indskoling/mellemtrin):

<https://twinspace.etwinning.net/68150/home>

Teaching resources for working with Saci Lloyd's *Carbon Diaries: 2015* (udskoling/gymnasium):

<https://beyondthepalebooks.wordpress.com/2013/01/14/teaching-resources-for-saci-lloyds-carbon-diaries-2015/>

Carbon footprint calculators:

WWF (UK citizens): <https://footprint.wwf.org.uk/#/>

Carbonfootprint.com: <https://www.carbonfootprint.com/calculator.aspx>

The Exact Instructions PB&J Challenge: https://www.youtube.com/watch?v=Ct-IOOUqmyY&ab_channel=NowI%27veSeenEverything

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