

PLANNING A CLIL LESSON

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English has undoubtedly become the "lingua franca" of a global world, is the most commonly used language of communication. It is therefore of high pressure that the language has been just taught as a first foreign language. But also other languages like French, German, increasingly popular Spanish and Russian are the languages of international communication and should therefore be provided and ensured that each school provides its students the opportunity to learn these languages and so realize and satisfy the requirement of a society through introduction of Content and Language Integrated Learning-CLIL.

The basic communication competences include the ability to use and communicate at least in one of internationally used languages; therefore, the teaching of at least one foreign language should become a common and essential part of basic education. The condition for achieving this ability within the education is the need for the introduction of integrated approaches in the process of language learning/teaching from primary schools where CLIL method is a suitable method because the contents of non-language subject is presented by the target foreign language.

The term CLIL is the acronym for Content and Language Integrated Learning. One of the first statements by the European Commission regarding European Cooperation in CLIL is the 1995 Resolution of the Council which refers to the promotion of innovative methods and in particular, to "the teaching of classes in a foreign language for disciplines other than languages, providing bilingual teaching". CLIL enables students from primary level, secondary level, vocational or from higher studies to study different subjects in a foreign language. According to Marsh [Marsh 2008] the aims of CLIL are two:

1-students can achieve learning outcomes in a content subject other than the foreign language at the same level as others learning this content subject in their L1.

2-students learning outcomes in this foreign language are able to extend beyond those who just have language classes.

CLIL can be delivered by language teachers or by content teachers and often their background and knowledge determine their planning of CLIL lessons, which can be more language or more content driven. Students learning in a L2 are doing more things, cognitively speaking, than they do if they are learning through their L1. They are learning subject- matter knowledge and skills, but they are also learning the language which is the mediator for that subject-learning. This means that they have less mental processing capacity than when learning through the L1. They cannot therefore do some classroom tasks without help. Teachers can give help where it is necessary either by making the task conceptually easier, so that the students can focus more on language; or they can make it linguistically easier so that the students can focus more on the concepts. It is not a good idea to make tasks conceptually easier very often: students –

and other parts such as parents and teachers – may get the idea that CLIL (Content and Language Integrated Learning) is too easy and not as good as the L1-medium version.

Teaching and learning in a second language (L2) is not the same as teaching and learning in the first (L1). It is true that we should not paint a complex picture of teaching in a L2, and many subject teachers can teach in this way without too much extra training. But there are some new things which subject teachers will have to learn before they start teaching bilingually. The main thing is how to give language support.

Teachers need to learn the skill of providing language support. One of the main aspects of providing language support is the analysis of the cognitive and language demands of lessons. CLIL teachers need to do this routinely in their lesson planning. What it means is that teachers should ask themselves several questions:

- What cognitive processes will the students will be engaging in?
- What aspects of language will this require them to use?
- Which of these aspects of language will they find difficult?
- How can the teacher provide support for these aspects of language?

Firstly, they will need to listen carefully and follow the sequence of ideas in the teacher's presentation. They will also need to learn some new vocabulary for the new concepts. Secondly they will need to follow the sequence of ideas in a reading text, using, again, connectors which show this sequence and the new vocabulary. Thirdly, they will need to talk to each other using the new vocabulary and getting the grammar reasonably right. Perhaps they will also need to use some key phrases for classifying things. And finally they will need to write using the new vocabulary, using some of the phrases for classifying and some connectors which show clarity in their writing.

Teachers working in a L2 need to vary the form of classroom interaction. In other words, sometimes a whole-class teacher talk is appropriate, whereas at other times students need to work in pairs and groups or on their own. Students may feel more comfortable, e.g., speaking in English in small groups, but they may also need help to do it. Students often feel that it is easier in group work to talk to their peers in their L1. This may well be the natural thing to do, and teachers and students in CLIL classrooms need to agree on when it is appropriate to use the L1 and when it is not.

As I have already written, students learning in a L2 are doing a lot of mental work. This means that they need to be able to perform a lot of learning skills, even more than if they were learning in their L1. So CLIL teachers should explicitly teach the most important learning strategies and expect students to use them, for example, learning new vocabulary, note-taking, using dictionaries, doing research, writing planning, etc.

Literature

1. MEHISTO,P., MARSH, D., FRIGOLS, M.J.: Uncovering CLIL. Content and Language Integrated Learning in Biligual and Multilingual Education. Oxford: Macmillan Education, 2008.
2. www.aulaintercultural.org/article.php3?id_article=1652
3. www.onestopenglish.com/clil/methodology/articles/article-planning-clil-lessons/500472.article

Summary

In CLIL classrooms, the issue is simply that they have to use them more and more explicitly. Other strategies may be new to some teachers. The routine analysis of the cognitive and linguistic demands of lessons and the introduction of forms of language support are normally the things which subject teachers are least accustomed to doing. They are therefore the strategies which preparatory training for CLIL teachers needs to focus on most.

MOTIVATION UND MOTIVATIONSMETHODEN IM SPRACHUNTERRICHT

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Der Begriff Motivation ist uneindeutig. Das Wort Motivation ist abgeleitet aus dem Lateinischen "movere". Es bedeutet "bewegen, in Bewegung setzen, verändern, beeinflussen", aber auch "drängen und erschüttern oder aus der Ruhe bringen". Unter allgemeiner Motivation versteht man den Wunsch eines jeden Menschen, etwas zu gestalten, auszuprobieren, zu bewirken.

Motivation ist in der Psychologie ein Sammelbegriff für die Beweggründe, die das Handeln eines Individuums beeinflussen. In der Philosophie versteht man unter Motivation die Beweggründe des Willens. In der Umgangssprache bezeichnet man mit Motivation Empfindungen, die zu einer Leistung (z. B. Lernen) führen. Motivation gibt eine Antwort auf das "Warum?" des Verhaltens.

Es gibt positive und negative Motivation, aber auch intrinsische (innere) Motivation und extrinsische (äussere) Motivation. Zur negativen Motivation von Aussen gehört Lernen durch Bestrafung. Zur positiven Motivation gehört Lernen durch Belohnung. In der Pädagogik wird intrinsische Motivation auch als Primärmotivation, extrinsische als Sekundärmotivation bezeichnet. Primärmotivation bezieht sich auf jenen Bedarf von uns Menschen an Dingen, ohne die wir nicht überleben könnten. Diese Motivation kommt von innen, ist "eigen gesteuert". Sekundärmotivation entwickelt sich aus unserem Umfeld [3, 4].

Im Unterricht sollten die Lehrer vor allem die innere Motivation entwickeln. Es gibt verschiedene Methoden, die zur Aktivität im Unterricht führen können. Sie dienen dazu, den Lernstoff so zu vermitteln, dass die Schüler aktiviert und daran interessiert werden.