

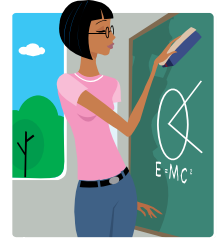
Gordon Allan, British Council, Tokyo

Introduction: How can we use CLIL in junior high school English classes?

- Many of the presentations I have attended about CLIL have been about large scale, government backed projects. Some experts, such as Do Coyle, also believe that CLIL must be content driven rather than language driven. These two factors can make CLIL seem intimidating for language teachers.
- Obviously, as language teachers on our own, we can't initiate large scale projects. The nature of our work means that our lessons are expected to be language driven, not content driven. We can, however, experiment with CLIL techniques on a small scale.
- This paper, together with the accompanying presentation and materials, aims to give practical advice to teachers who would like to try CLIL in the junior high school classroom.

Why try CLIL?

- If language is taught primarily as an academic subject with an emphasis on grammar translation, learners may fail to appreciate its practical communicative value.
- CLIL gives learners a genuine communicative need for the language and can help to give them a much richer and more rewarding experience of language learning. As a result, they learn better!



How does CLIL work?

- As communicative language teachers we are all used to teaching language in context. We often teach new language using contexts that learners are familiar with, but young learners and teenagers often find novel content more stimulating than familiar content.
- In CLIL lessons the content is new to the learners. In order to support this, we need a lot of scaffolding. Familiar content and known language can provide a platform for the introduction of novel content and new language. Visual aids also help learners to understand.
- Personally, my favourite analogy is with climbing. Climbers need both footholds and handholds. At any given moment they must have one or the other. We can think of footholds as familiar content and handholds as known language. Visual aids act as a rope: they support us when there are no obvious footholds or handholds!

Deciding on content aims

- Content aims, like language aims, should be appropriate to the age and level of the learners.
- Collaboration with other subject teachers may help to determine appropriate content aims. For example, if you want to teach a lesson about science, talk to the science teacher about what the students are doing in their science lessons. Try to teach something related, but not exactly the same thing.
- There should be some reason why the content is being taught in English. Teaching Japanese history in English to Japanese students would make no sense! Since English is the language of international communication, any content with an international dimension may be appropriate for a CLIL lesson.

Which subjects work well for CLIL?

- Subjects that are not too conceptually difficult are probably best for CLIL. For example, biology, geography and social studies all deal with concepts that we see in everyday life, so they tend to work well. Conceptually difficult subjects, such as quantum mechanics, would not be suitable at junior high school level.
- Subjects with an international dimension, such as world history, may also work well as there is an obvious reason for studying them in English.

Commentary: Teaching human anatomy in English

Context

- In 2008 I was asked to prepare a science and English lesson to support the Christmas lectures. The theme of the lectures was survival in extreme conditions.

Planning

- I wanted to teach something relevant but not the same. The lectures mentioned various organs in the body, so I chose to teach basic human anatomy. This was my content aim.
- In addition to teaching the vocabulary for anatomy, I wanted to teach some other aspect of English. Anatomy is all about the position of various organs, so I chose to teach prepositions of space. This was my language aim.
- *Note that the content and language aims are closely linked. They support each other.*

Preparation

- I found pictures of the organs on clip-art. (If you are near a computer, try searching clip-art for “anatomy” – you might be surprised how many useful images it has!) I used these to make flash cards and pelmanism cards.
- It is good to include a practical activity in CLIL lessons. Since we are all humans, I thought sticking the organs on to a volunteer would be a fun way to show where they were in the body. It also helped engage the students’ interest and bring the topic to life.
- I made the lesson plan so that the new language and ideas were introduced gradually throughout the lesson. So, for example, the students had a clear idea of the spatial relationships of the internal organs before I asked them to use prepositions of space to describe those relationships.



Conclusion: Some general advice

- Try to introduce information and ideas gradually through the lesson, not all at one time.
- Vary the activities and sources of information. Just reading a book in English isn’t much fun for most junior high school students.
- Look for opportunities to teach useful language. Think about the language the students will need to talk about the topic and try to include it in your lesson.
- Don’t be afraid to try it!

新しい英語学習法（教科学習と英語の組み合わせ）

CLILの方法論と実践

CLIL:

Teaching Science and English
to
Young Learners in Japan

Gordon Allan

What is CLIL?

- **C**ontent and **L**anguage **I**ntegrated **L**earning
- The aims of the lesson include content aims as well as language aims
- Is that realistic with young learner & teenager classes?

First task: 'Intercultural understanding' lesson

- I was asked to teach an elementary level class of 12-13 year-olds about UK culture.
- The only verbs they knew were: **like, play, have, be, live, eat, drink, watch** and **go**.
- All sentences had to be simple **s-v-o** sentences.
- The quantifier '**a lot of**' could be used.
- **What would you have taught them?**



Why CLIL?

- We all know that language is best taught in context. Often we use familiar contexts. Do teenagers find this stimulating?
- In CLIL, the context is not entirely familiar to the student. There is a genuine communicative need for the student to find out new information.
- In Japan, lessons are often centred on grammar translation. Many students come to regard English as an academic subject, not a language. CLIL gives them a different experience.

How does CLIL work?

It's a bit like climbing...

- You need both *footholds* and *handholds*
- Don't worry, you also have a *rope*!



How does it work?

footholds = known language

handholds = familiar context

rope = visual aids



Content aims

- **Content aims, like language aims, should be appropriate to the level and age of the learners.**
- **Collaboration with other subject teachers may help to identify appropriate aims.**
- **The learners' language level may limit your content aims.**
- **A good rule is that it's OK to generalise, but don't make anything up!**

Anatomy

- I first taught this lesson as part of the build up to the 2008 Christmas Lectures in Japan on survival in extreme conditions.
- The lectures dealt with the body's reaction to extreme environments.
- I wanted to teach something relevant but avoid covering the same material as the lectures, so I chose basic internal anatomy – **content aim**.
- I used this context to teach prepositions of space – **language aim**.

Ideas for other lessons

Think about aims and activities for a CLIL lesson on one of the following topics:

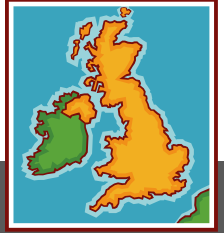
- **Food / nutrition**
- **Medicine / health**
- **Plants**
- **Animals**
- **Senses** (sight, sound, touch, taste & smell)

Summary

- CLIL lessons should have both content and language aims.
- Using English as a medium for teaching other subjects gives learners a genuine communicative need.
- We can teach a lot with even a little language.
- The content can stimulate learners' interest in the lesson.
- Known language, familiar context and visual aids all provide scaffolding to support the teaching of new language and content.



In the U.K.



Animals

Pets: British people like _____ and _____.

Farms: The U.K. has a lot of _____ and _____.

Monsters: _____ lives in _____!



Sport



British people love _____ games!



In winter, British people play _____ and _____.

In _____, British people play cricket and _____.

Food



British people eat a lot of _____

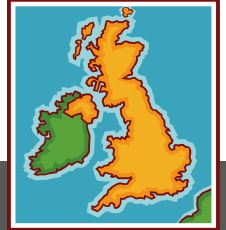
_____ come from the U.K.



On _____, a lot of British families eat _____.



In the U.K.



Animals

Pets: British people like dogs and cats.

Farms: The U.K. has a lot of sheep and cows.

Monsters: Nessie lives in Scotland!



Sport



British people like ball games!



In winter, British people play rugby and soccer.

In summer, British people play cricket and tennis.

Food



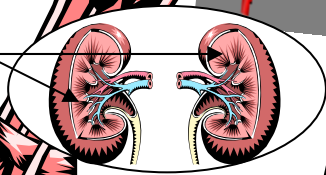
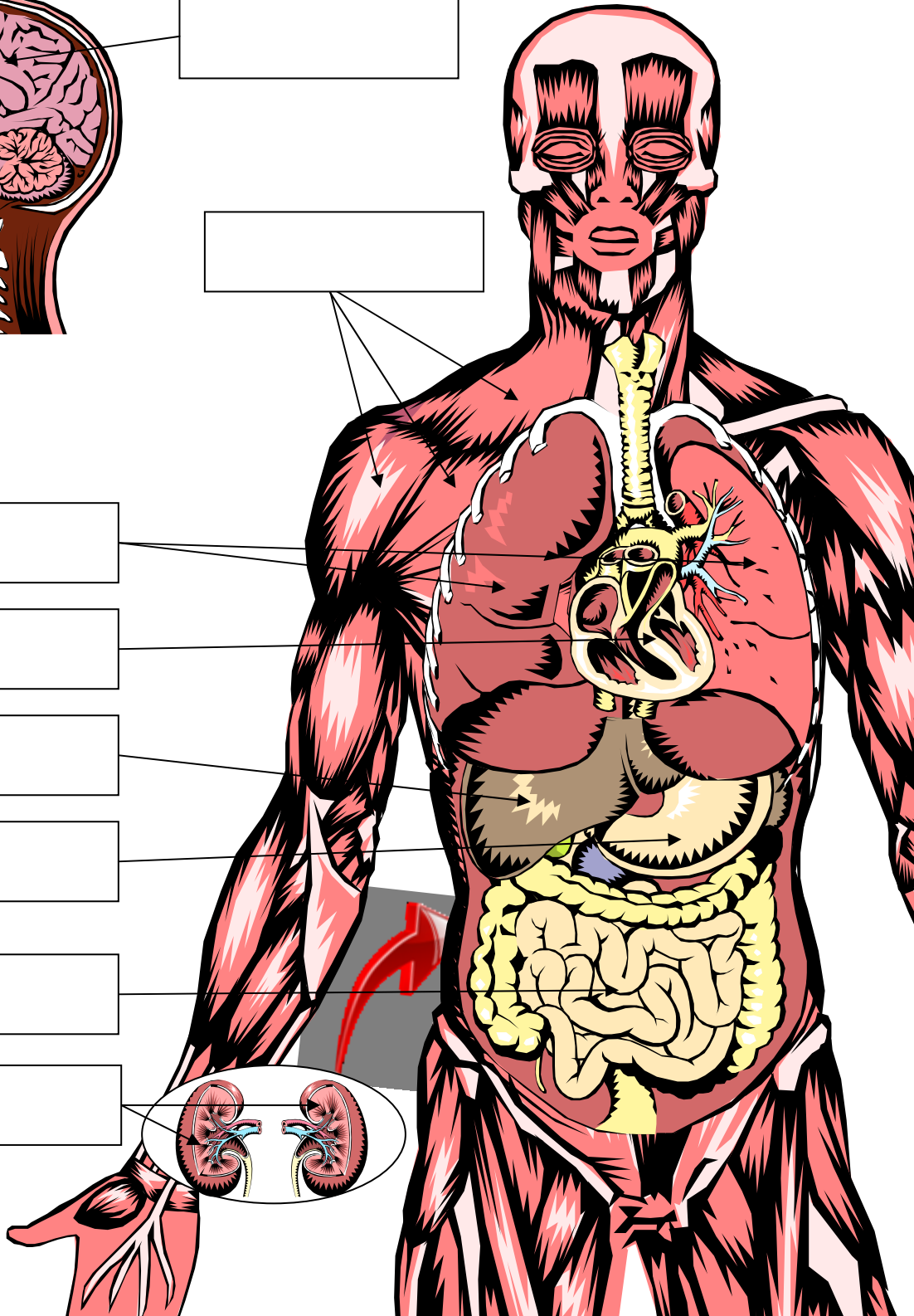
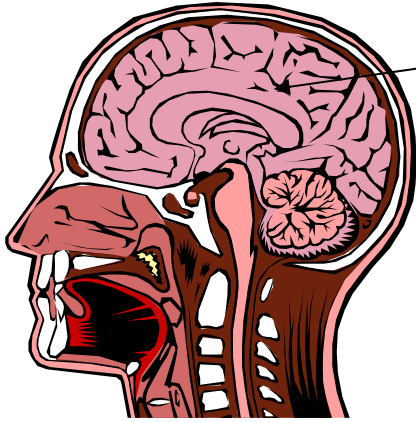
British people eat a lot of potatoes.

Sandwiches are from the U.K.



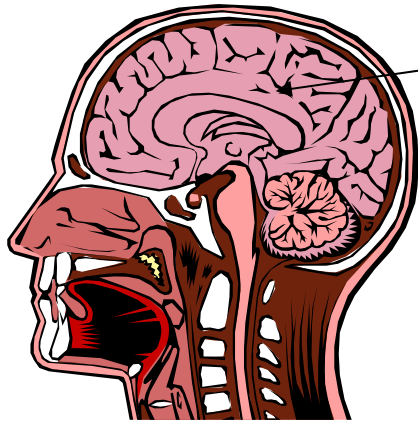
On Sunday, a lot of British families eat roast beef.

What's inside your body?



liver	heart	brain	stomach
kidneys	intestines	muscles	lungs

What's inside your body?



brain

muscles

lungs

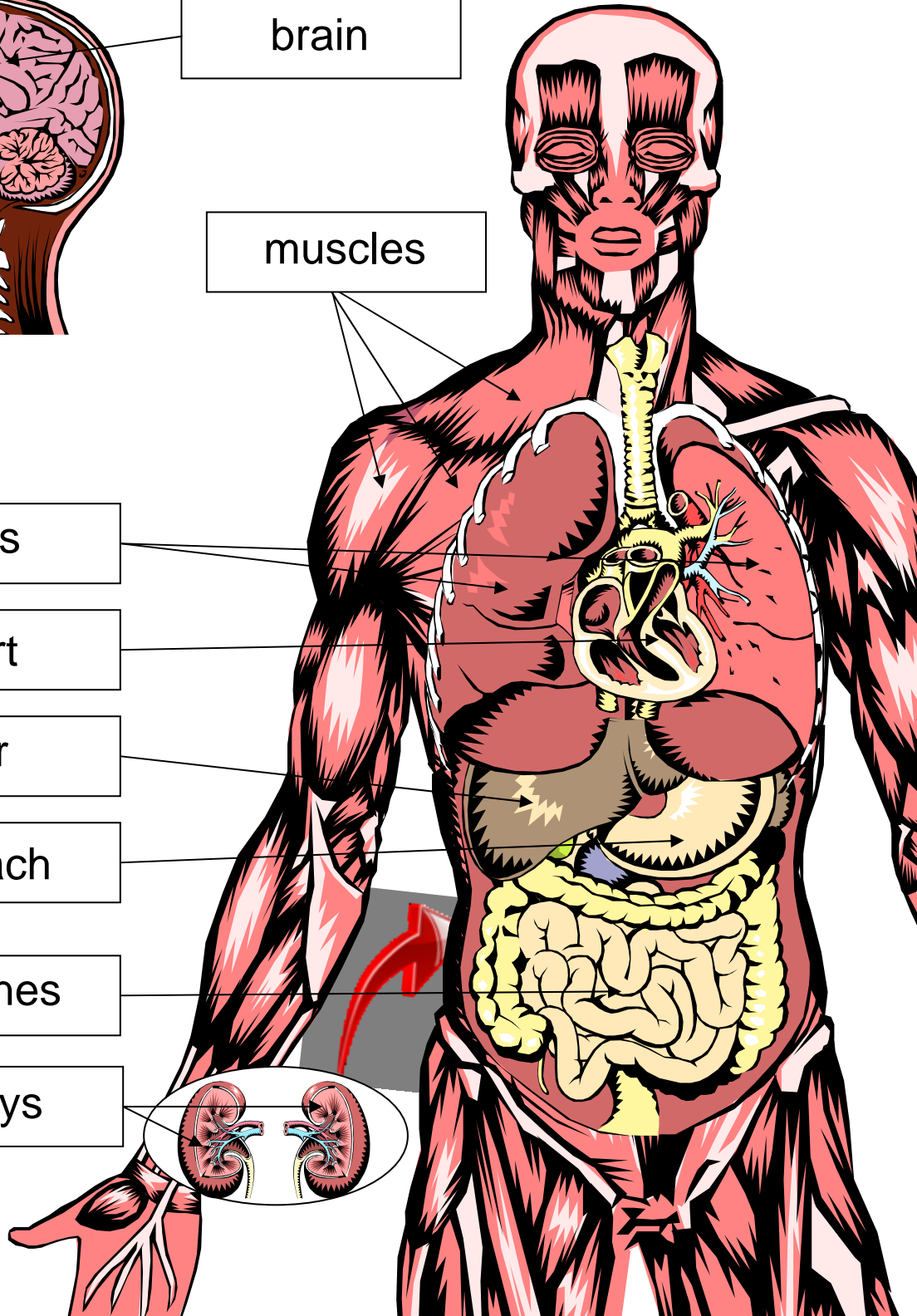
heart

liver

stomach

intestines

kidneys

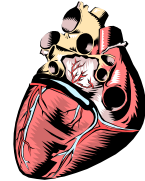


liver	heart	brain	stomach
kidneys	intestines	muscles	lungs

In your body...

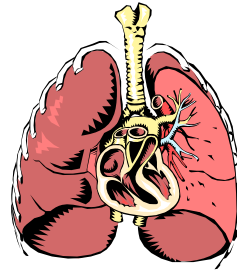
Where is the **heart**?

It's _____ the left lung and the right lung.



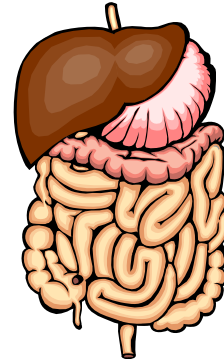
Where are the **lungs**?

They're _____ the chest.



Where is the **liver**?

It's _____ the lungs.



Where is the **stomach**?

It's _____ the liver.

Where are the **intestines**?

They're _____ the abdomen.

next to

under

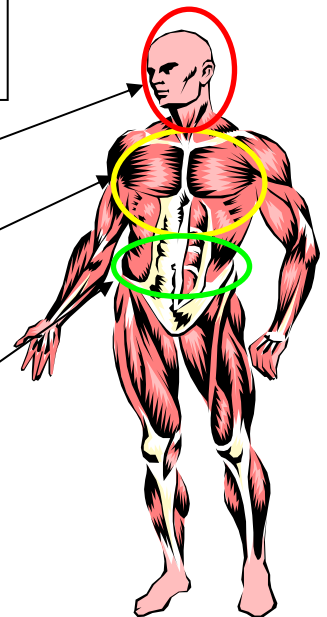
in

between

head

chest

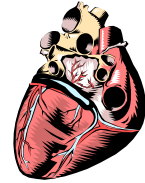
abdomen



In your body...

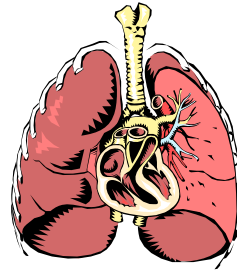
Where is the **heart**?

It's between the left lung and the right lung.



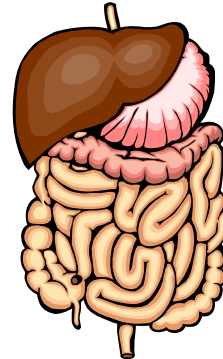
Where are the **lungs**?

They're in the chest.



Where is the **liver**?

It's under the lungs.



Where is the **stomach**?

It's next to / under the liver.

Where are the **intestines**?

They're in the abdomen.

next to under in between

