



TECHNOLOGY-ENHANCED Social Entrepreneurship Training based on Content and Language Integrated Learning

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CLIL ADVANTAGES AND CHALLENGES COMMENTS OF TEACHERS AND TRAINERS

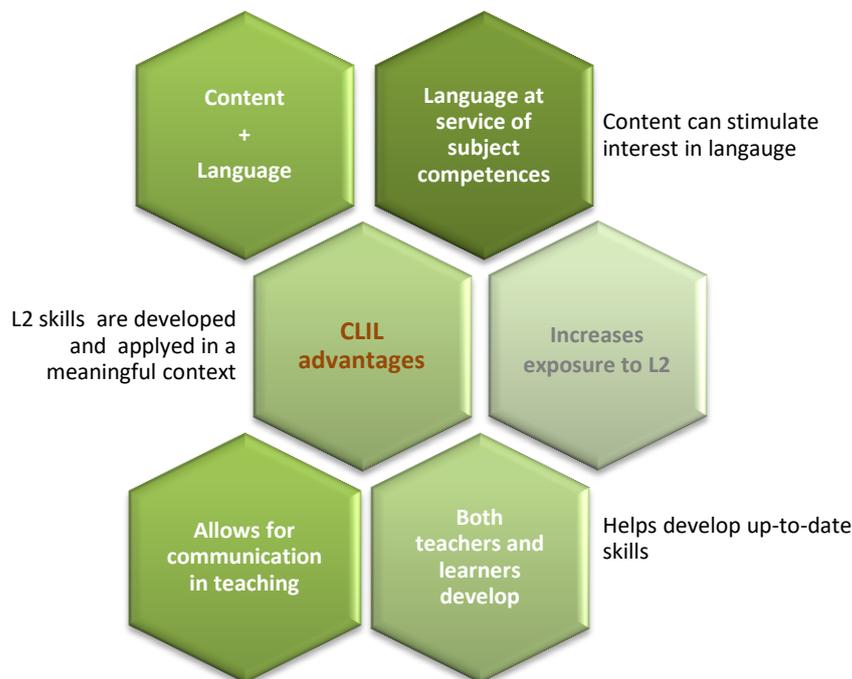


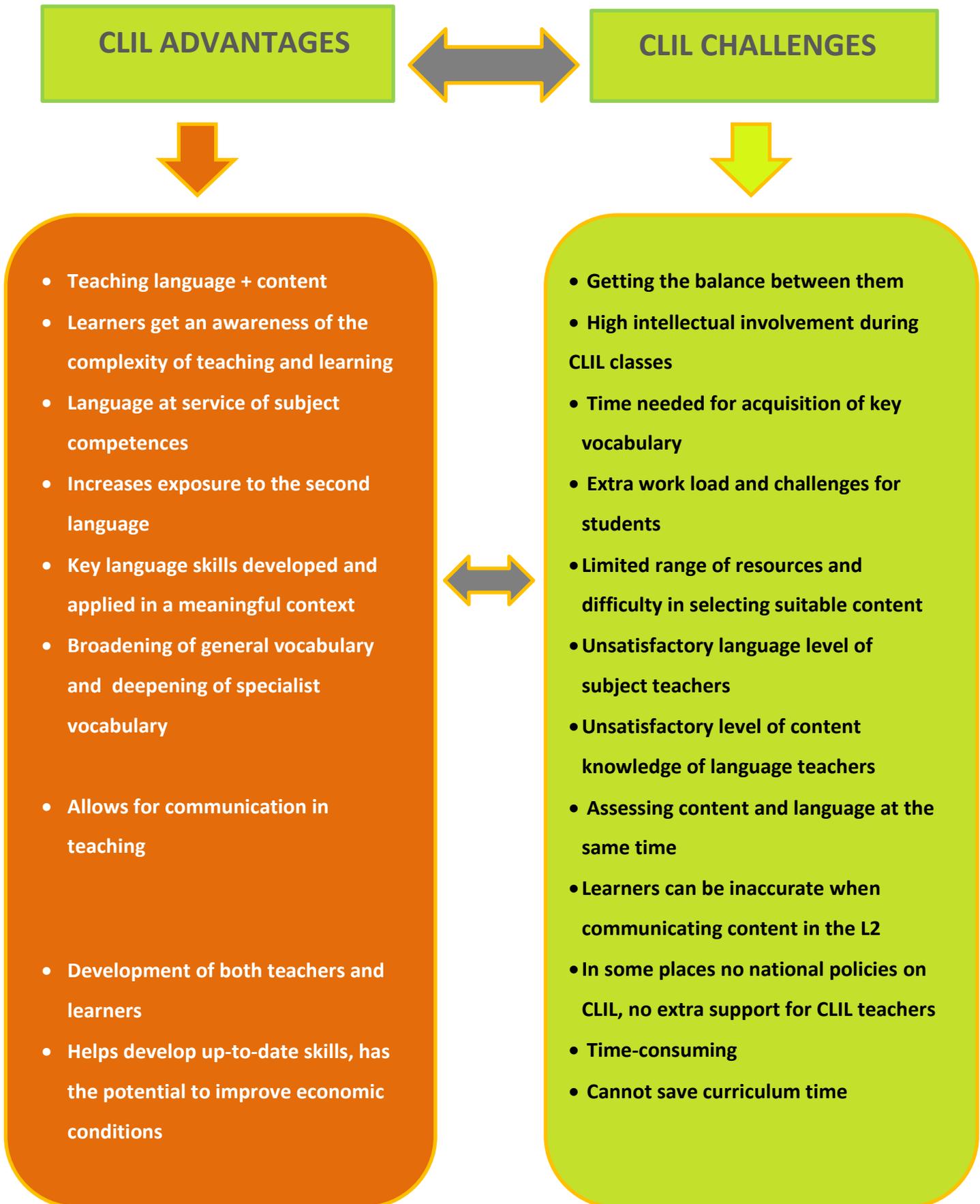
Figure 1

The following summary of comments is based on interviews among 66 teachers and trainers in Bulgaria, Ireland, Spain, Romania, and Turkey. The comments of 49 members of the Innovative Teachers Facebook Group and 21 members of the CLIL Facebook Group have further contributed to our attempt to understand how teachers and trainers really feel about CLIL and what support they really need. These comments are intended for developers of CLIL materials. They will be taken into account when developing our SET2CLIL e-repository of training resources to teach social entrepreneurship through English.

This is not an exhaustive research but provides enough information on the advantages of CLIL as seen by teachers and trainers, as well as the challenges they face or they think they might face if they were to use CLIL in their everyday work.

Figure 1 is a summary of the advantages and Figure 2 is an attempt to compare the advantages and challenges the teachers have commented.

Figure 2



QUESTION

Have you heard of CLIL?

COMMENTS

A number of good professionals still **do not know much** about CLIL and its potential, **although** many of them are **familiar** with it.

Understandably, some of them know about the **soft CLIL** approach where teaching and learning is primarily focused on language other than L1.

Others talk about **hard CLIL** which involves **teaching language through content**, i. e. subject-oriented CLIL.

CLIL teaching materials and Trainers Guide to be created under SET2CLIL should be **simple** and providing **detailed** guidance to teachers and trainers.

Have you ever used CLIL?

36 out of 66 have tried CLIL in their work.

All questioned teachers would like to try CLIL, although some of them find it quite challenging.

In Ireland and Romania all interviewed teachers and trainers had tried CLIL. In Romania **they teach content through the medium of English and German**, in Ireland **through Irish**.

Some have used **songs and drama** to teach language.

Others taught in an **immersion context** and they taught language and content in parallel for most subjects.

In their opinion, **the key concepts of the material were grasped by the students as well as the subject-specific vocabulary.**

No one has ever tried CLIL in teaching social entrepreneurship but in **Spain** it is seen as a method which could improve the capacity of social entrepreneurs and help them influence social change beyond borders.

In **Romania** they find Entrepreneurship to be a difficult subject to be taught by language teachers. Materials are needed to make teaching the subject motivating and appealing to the students.

What do you think are the **advantages** of CLIL?

1. CLIL focuses learners' attention on the **language as well as the content**; trainers teach both the subject and the language but the **language** is taught only "silently" and **at service of the content**.
2. CLIL shows teachers and learners that languages are best employed at the service of subject competences.
3. The content can stimulate interest in the language.
4. CLIL **increases exposure to the second language** thus increasing 'rich input'.
5. CLIL facilitates the development of **key language skills** by requiring them to be applied **in a meaningful context**.

6. CLIL facilitates both the broadening of **general vocabulary** as well as the deepening of **specialist vocabulary** in the area in question.
7. Learners acquire **language competence** in the language being used to teach content, they learn the **content**, and they get an **awareness of the complexity of teaching and learning**.
8. CLIL contributes for the **development of both teachers and learners**.
9. CLIL helps develop up-to-date skills thus having the **potential to improve economic conditions** of communities.
10. CLIL allows for **communication** in teaching - very well received by learners.

What are the **challenges** you have faced/might face while using CLIL?

1. **Terminology of the content** can be **difficult**. A certain amount of **time needed** to be allocated to the teaching/**acquisition of key vocabulary**.
2. A difficulty getting the **balance right between content & language**.
3. **Limited range of resources**. Difficulty in selecting suitable content.
4. CLIL is valuable but only where language is taught separately also. The main difficulty that can arise where the emphasis is **on communicating content, learners can be inaccurate**.
5. If modules were to be taught through the medium of the second language, consideration would have to be given to the **extra workload** involved for the students and **the challenges** for students **in engaging in complex and detailed analysis of subjects in a second language** they are still in the process of learning.
6. Teacher preparation is longer, it is **time-consuming**.
7. CLIL **cannot save curriculum time**.
8. Very often **subject teachers** do not have the required **language level** to teach content, the same as **language teachers** do not have enough **content knowledge** to apply CLIL in their teaching.
9. Sometimes **students' language level** could be **higher** than the teachers', this makes **teachers unconfident**.
10. Amongst subject teachers, it seems **only IT teachers can easily teach computer science in English** where English is not their L1 language, neither is the L1 of the learners.
11. **Lack of CLIL resources**.
12. CLIL involves **high intellectual involvement**.
13. **No national policy** on CLIL, **no support** from the school.
14. **Assessing content and language at the same time**. Learners can be inaccurate when communicating content in the L2.