CLIL IN 2020

ELT Ireland 2020

David Marsh, Finland
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A STORYLINE

What we see globally

Re-shaping of educational environments

DIFFERENT NAMES SIMILAR PATHWAYS

Total Immersion

Partial Immersion

Double Immersion

Bilingual Immersion

Two-way Immersion

Dual language Immersion

Foreign language Immersion

Heritage Language Immersion

Sheltered Instruction Observation Protocol

Cognitive Academic Language Learning

Cross-curricular Language Teaching

Content-based Language Teaching

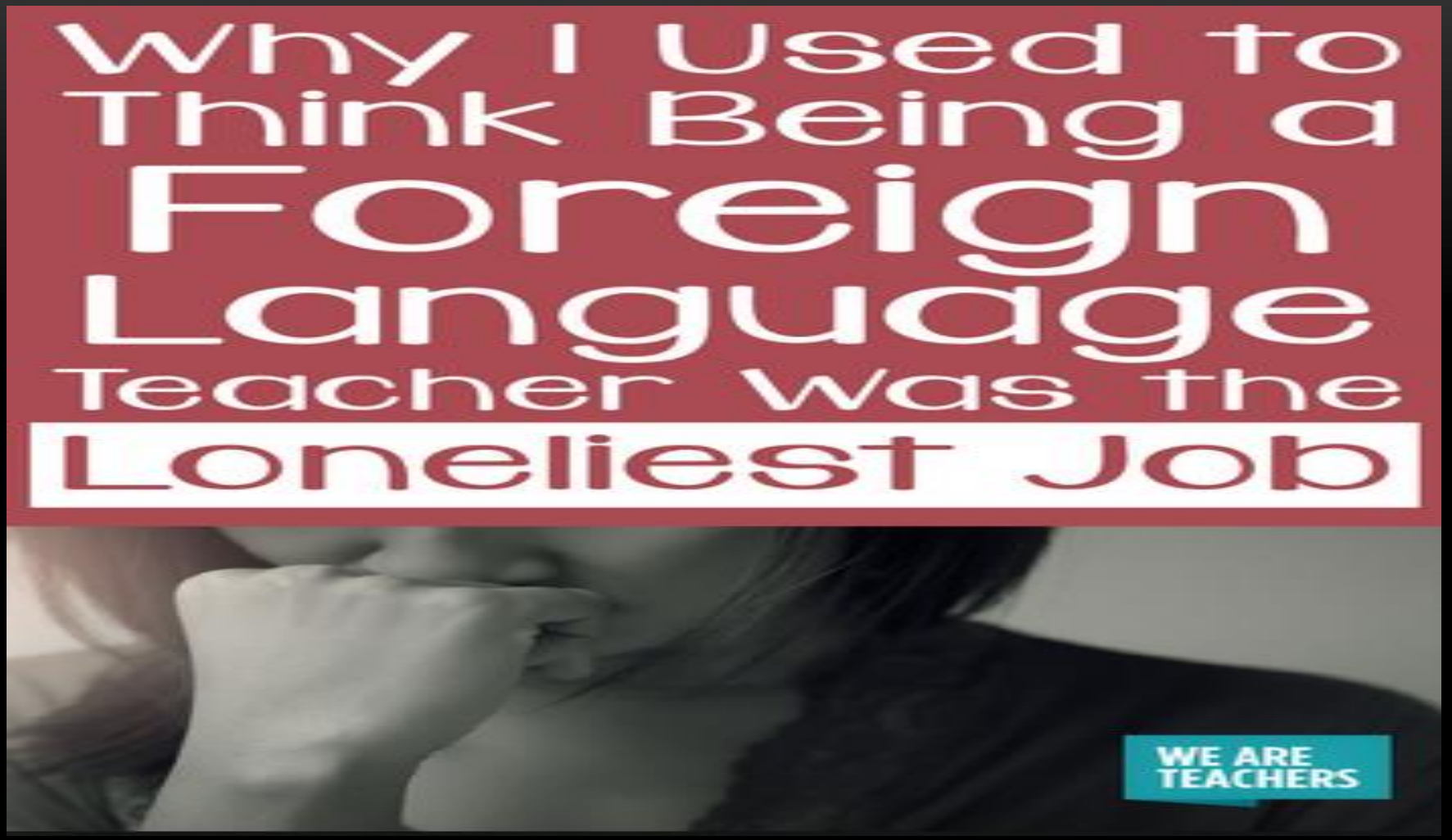
Task-based Language Instruction

English as medium of Instruction

English for Specific Purposes

Content-based Instruction

Mainly Language-Driven **Mainly Content-driven**



Connecting with my students was the easy part, but, professionally, something was missing Colleen Haggarty, ACTFL

FACT 1

NEW LEARNING ENVIRONMENTS

Increasingly only a small part of English language learning happens in school

FACT 2

DIGITAL LITERACY

Digital as a significant communication genre

FACT 3

EMOTIONS RULE

Emotions drive attention. Attention drives learning & memory. Feelings are Facts.

FACT 4

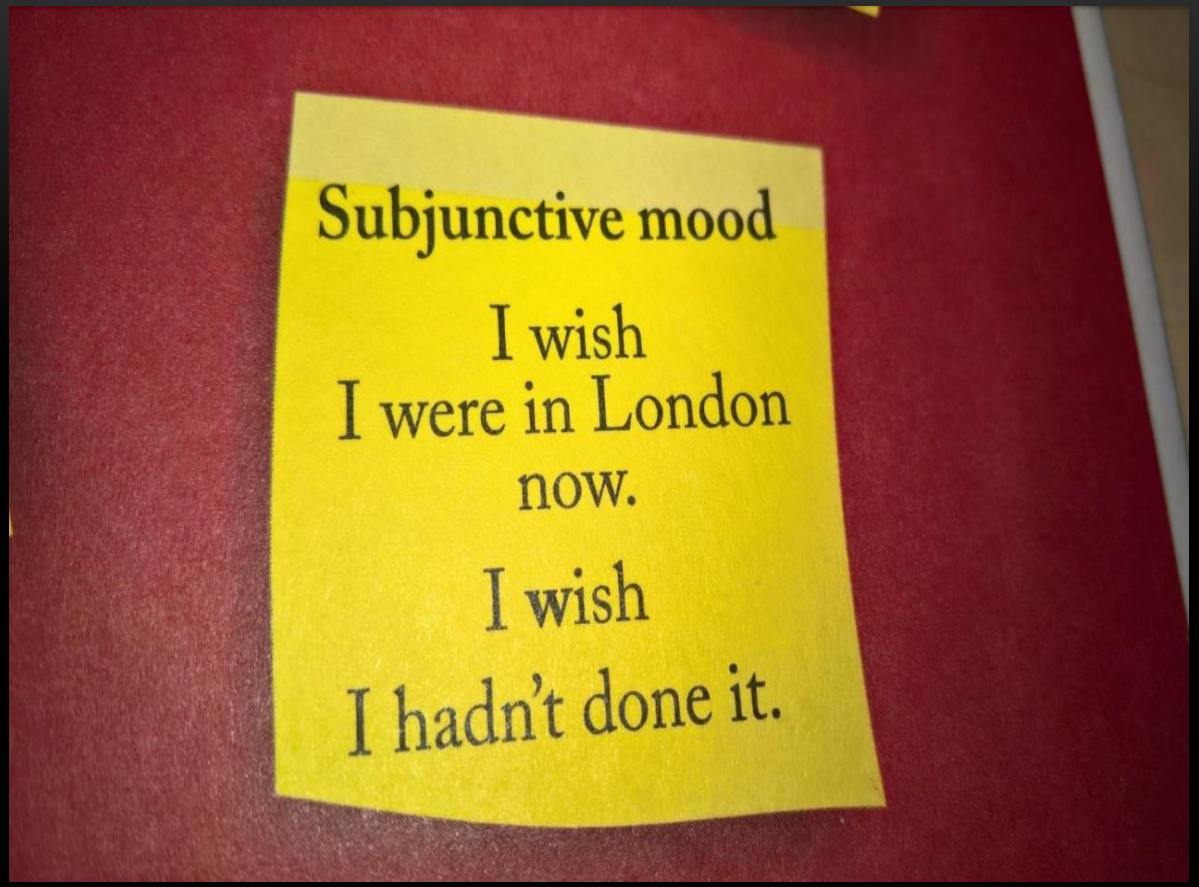
COLLECTIVE TEACHER EFFICACY

Belief of teachers in their capabilities to realize the potential of their students

FACT 5

MUCH ENGLISH LANGUAGE TEACHING

Remains stubbornly influenced by Communicative Language Teaching



In the old days

Language Teaching in a silo

LANGUAGE LEARNING

In the old days

Subject Teaching in a silo

CONTENT TEACHING

In the old days

Competence-building ignored or in a silo

COMPETENCE-BUILDING

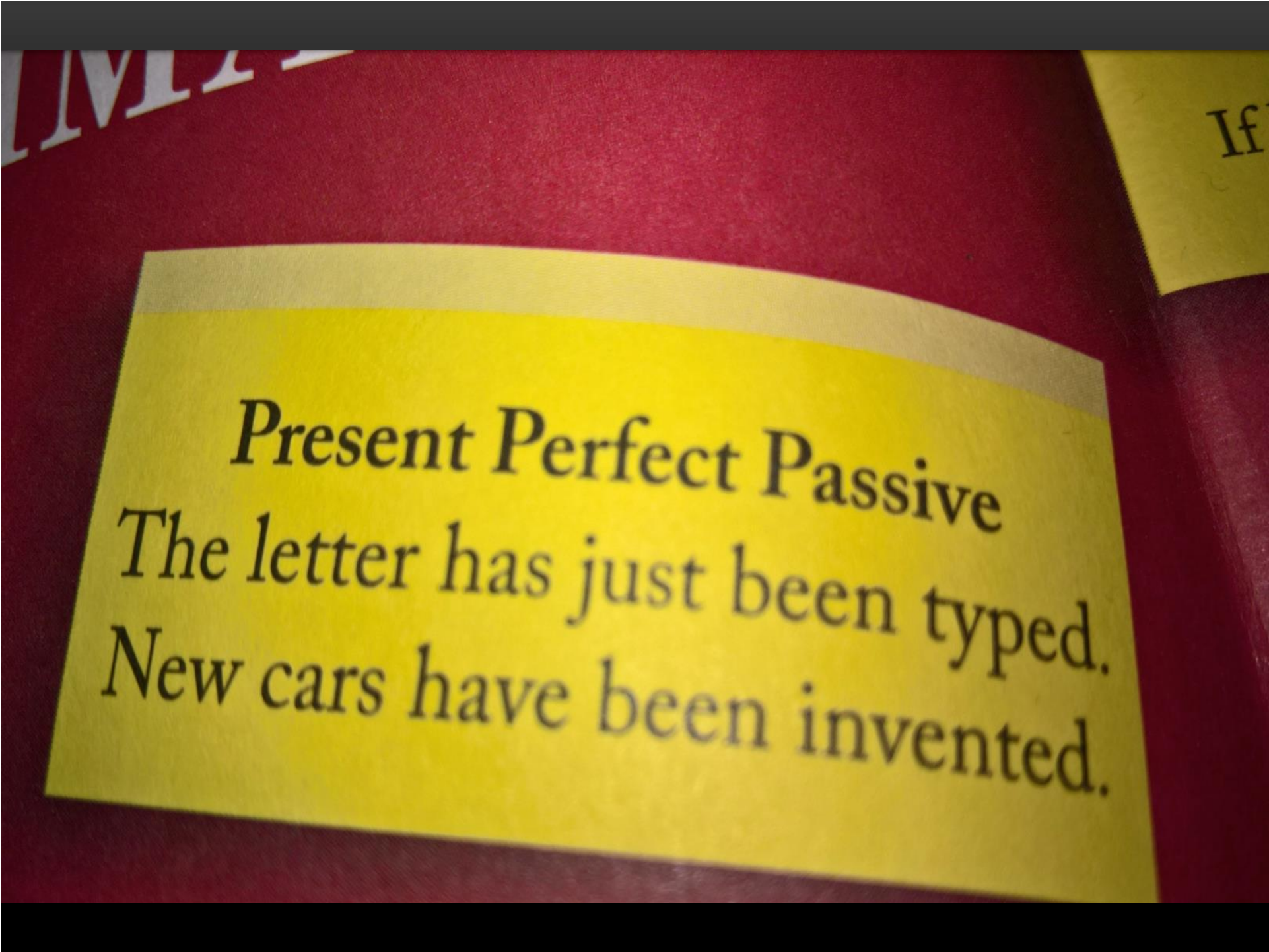
Now it is time where all are brought together

Language

Content

Competence

DON'T NEED TO GO BACK IN TIME


Present Perfect Passive
The letter has just been typed.
New cars have been invented.

TENOR

Teaching **E**nglish

TENOR

Teaching **E**nglish
for **N**o

TENOR

Teaching **E**nglish for **N**o **O**bvious **R**eason

Hours of Exposure – English as a Subject

	High School	All Schooling
Italy	500	1 200
Korea	500	1 000
Japan	525	928
Spain	330	888
Finland	228	684
Brazil	180	610
Mexico UdG	**315**	**565**

Green = Very Good, Blue= Acceptable, Red = Not good enough

Mex 1

Thinking Competence Relevance Production Perspective Learning Motivation

Mex 2

Thinking Competence Relevance Production Perspective Learning Motivation

Mex 3

Thinking Competence Relevance Production Perspective Learning Motivation

Brazil

Thinking Competence Relevance Production Perspective Learning Motivation

Finland

Thinking Competence Relevance Production Perspective Learning Motivation

Italy

Thinking Competence Relevance Production Perspective Learning Motivation

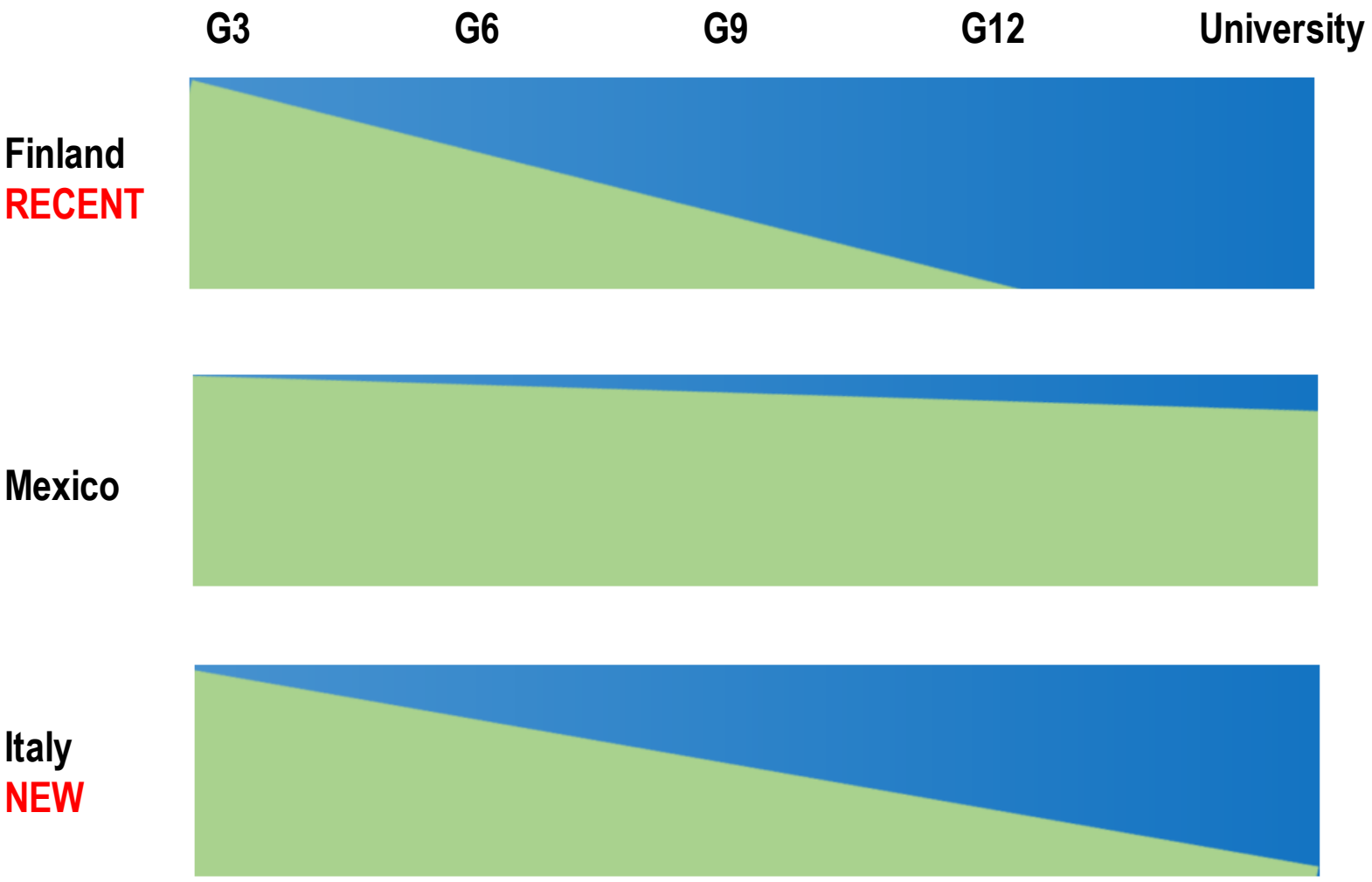
Korea

Thinking Competence Relevance Production Perspective Learning Motivation

Spain

Thinking Competence Relevance Production Perspective Learning Motivation

BLUE Focus on Content
GREEN Focus on Language Rules



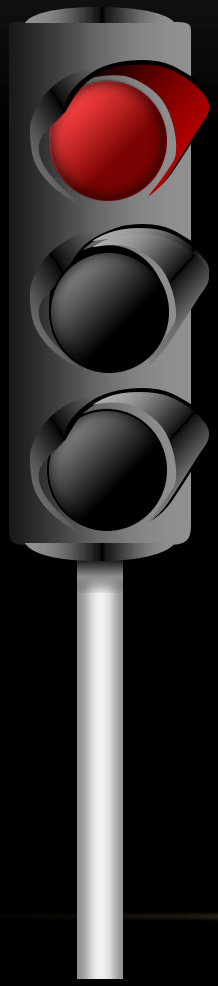
LET'S LOOK AT RESEARCH

UP TO 25 YEARS OLD NOW

IMPACT OF DIGITAL CULTURE IS CHANGING MINDSETS

How young people **read**, **search** for information, **apply** knowledge, **identify** with themselves, and the **paths** they take to learn

FOR EXAMPLE GENERALLY NEGATIVE



Sleep deprived

Inability to concentrate

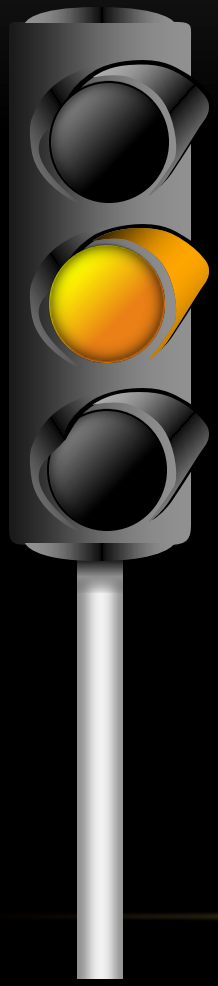
Restless

Dis-engaged, isolated

Lonely, vulnerable

Physically in-active

FOR EXAMPLE POSITIVE/NEGATIVE



Social Intelligence

Multi-tasking

Time management

Self-disclosure

Need for immediate gratification

Learning through dialogue

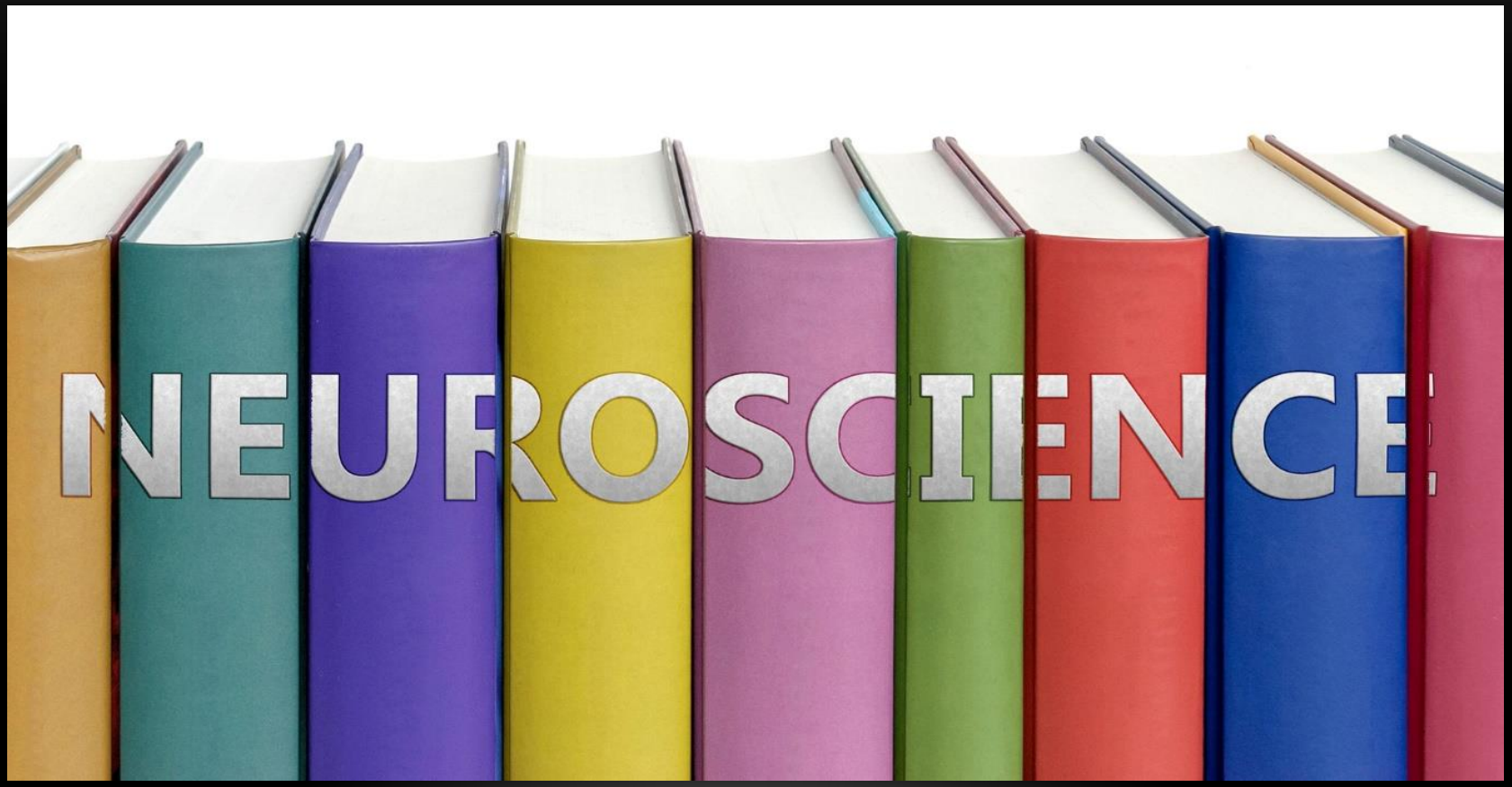
FOR EXAMPLE LARGELY POSITIVE

- Empowered
- Collaborative
- Creative
- Fluid & crystallized intelligence
- Navigation competences

KEY DRIVERS FOR SUCCESSFUL LEARNING

- Self-confidence (low anxiety)
- Self-esteem
- Integrative motivation (desire to belong to a specific group)
- Instrumental motivation (to accomplish a task)

UNDERSTANDING MIND & BRAIN



THE STORY

LINUX

Linus Torvalds

THE FINNISH LINUX OF LANGUAGE LEARNING

Using language to learn and learning to use language

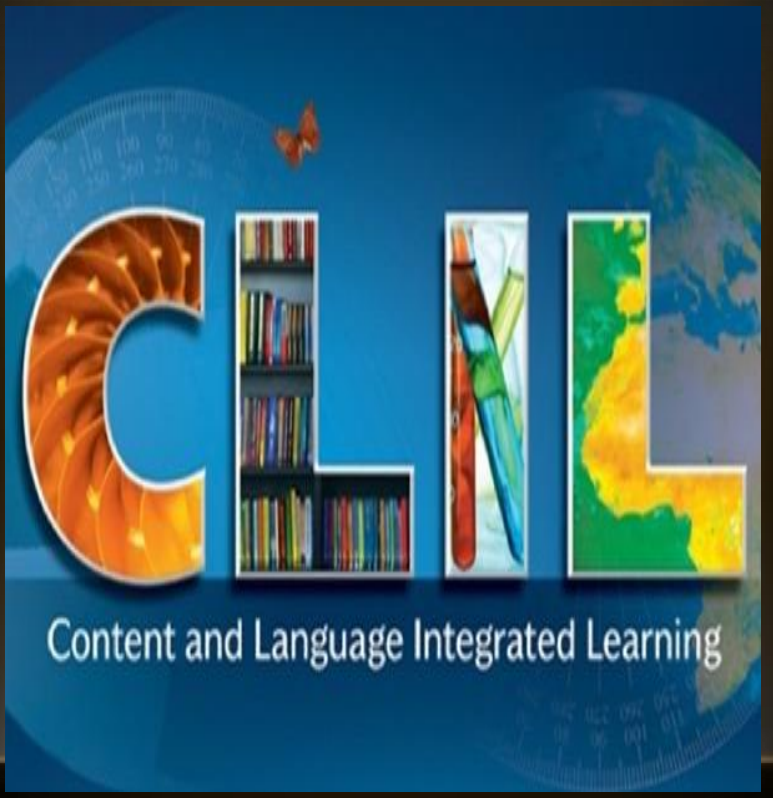
Bilingual Thinking

CLIL

Teaching Subjects
through English

1994-2020

Bilingual Method



EMI

Teaching Subjects **in** English

Monolingual Method

RESEARCH ON CLIL - FRAGMENTED

What CLIL teachers want

Scaffolding

Ideas & Insights

Resources

Networking

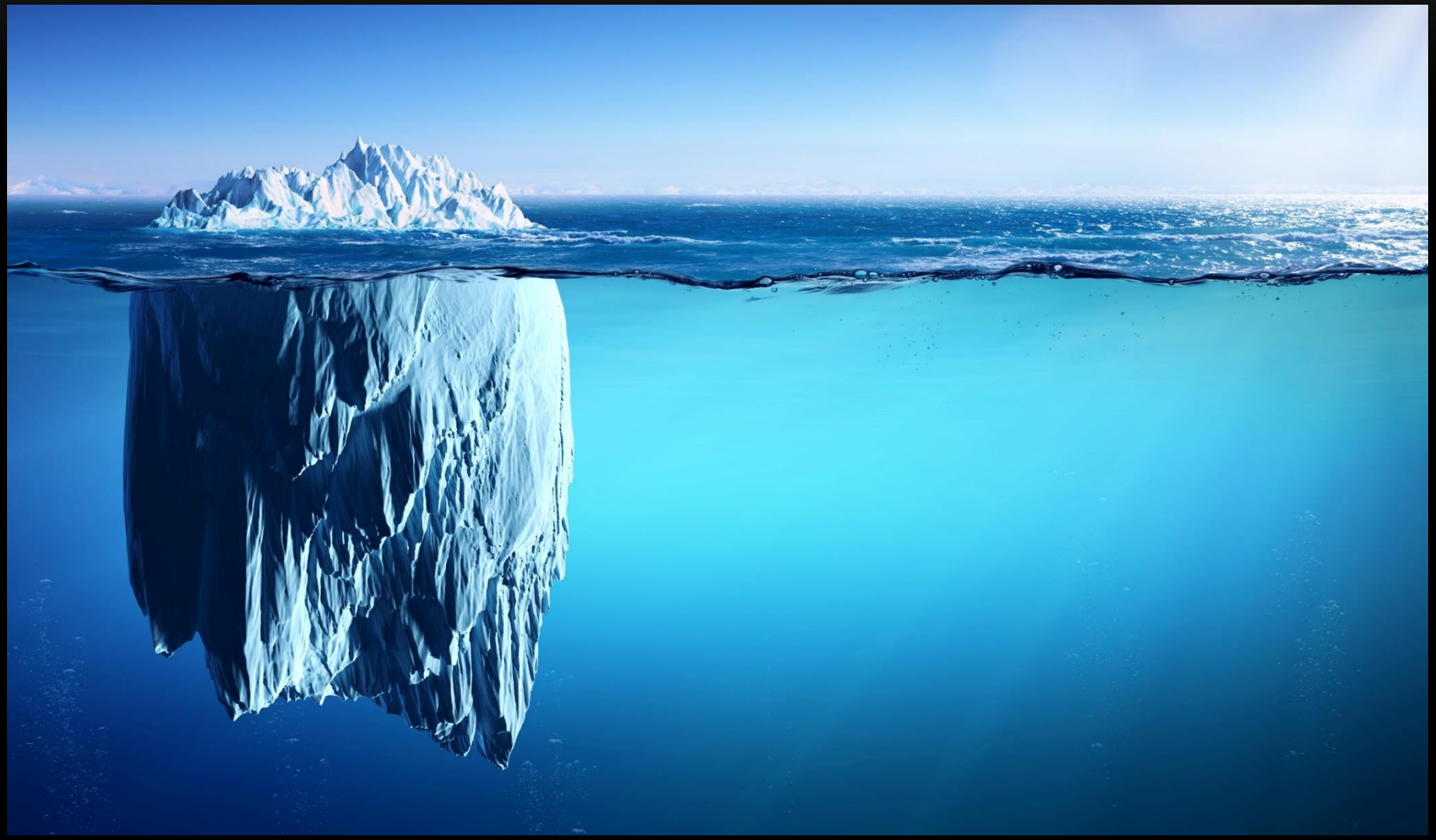
Language

Self-confidence

Mythbusting

2 TYPES OF FUSION IN LEADING SCHOOLS

NEW SUBJECT AREAS
ENVIRONMENTAL SCIENCE



NEW SUBJECT AREAS
CAREER NAVIGATION & GUIDANCE

TRANSVERSALS

Integration of different subjects to create a single learning experience (transversal)

Where students look at a phenomenon from different **real-world/academic perspectives**

Develops systems thinking – **seeing patterns** – and inter-dependency

LIGHTNING – FLASH & DASH

Physics I Geography I Art I Maths I Chemistry

Energy I Location I Inspiration I Frequency I NO_x

WATER – THE SECRET OF LIFE

Chemistry I History I Economics I English I Physics

Molecules I Origin I Asteroids I Temperature I Hydrogen & Oxygen

WELLBEING

Music I PE I Biology I Chemistry I English

Moods I Techniques I Biorythms I Intoxicants I Movement I Wellness

MY CARBON FOOTPRINT

Maths I English I Biology I Social Science

Food Culture I Transportation I Energy I Recycling I Globalization

IN SUMMARY
A PERSONAL REFLECTION

One example of educational innovation through integration which mirrors the story of Nokia and Apple

THANK YOU!