

**ÉVA KOVÁCS** graduated as a Maths and Physics teacher from ELTE. She taught for 4 years in Budapest, then she came to Boronkay György Technical Secondary and Grammar School in Vác, and since then she has worked here. She has taught in English since 2005 (Science of Nature, Physics, Maths). In 2007 she graduated as a bilingual teacher at ELTE. Thanks to scholarships from Tempus Közalapítvány (and with the help of Sheatland Language School) she could participate in different teacher training courses in England.



## My first encounter with CLIL

Ever since I started teaching my subjects in English, I have always wanted to improve my language skills and wanted to know more about how I can teach more efficiently through a foreign language. (It is difficult enough in our mother tongue as well!) Hoping that I find answers to my questions and problems, I applied for a scholarship to take part in a general teacher training course in England and luckily I got it, so I could spend three weeks in Southampton. In our group I was the only Hungarian and

the only “not English teacher”! Although I was scared to death to be among them I was also very glad. I knew I would see and learn a lot about the basic ideas, concepts, methods and problems of teaching English. I could get a view of what abilities and knowledge I can build upon or rely on for my Maths and physics lessons. The course was as hard and tiring as I expected; however, I enjoyed it and I have learnt a lot. At the end of the course we had to “pass the exam”: we had to make a peer-teaching, showing how we can use the

newly learnt things in our lessons. This task was a real challenge for me. How could I teach in English for those who speak at a much higher level? And what topics to choose so that they would follow, understand or enjoy besides giving new information? (Usually people freak out when they only hear the names of my subjects!) Finally, I decided to give my mini-lesson about the most popular topic in England: the weather, more precisely, the change of phases, starting from the everyday sentence: “it is raining today.”

### **Some useful resources about CLIL:**

Mehisto, P., Frigols, M-J, & Marsh, P. (2008). *Uncovering CLIL: Content and language and multilingual education*. London, UK: Macmillan ELT.

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

The sketch of the lesson was this:

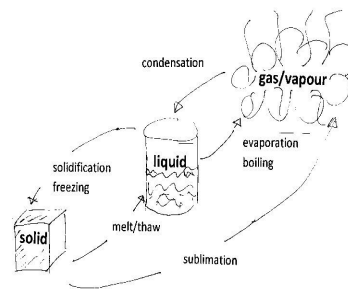
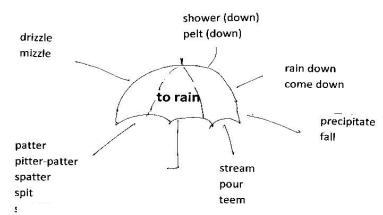
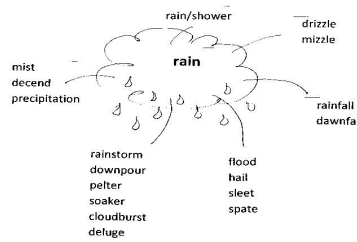
1. Brain storming/vocabulary building (using mind-maps):
2. phases and their changes:
3. the physics behind it (temperatures, they are constant while change, they depend on..., change of the structure, energy...)
4. expressions/idioms
5. sing with me: Singing in the rain... (CD+text needed)

To my surprise – and to everyone else’s – the lesson was a great success. No one expected a physics lesson like this. They really could understand and enjoy it, and moreover they heard new facts!

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After this experience I decided to learn more about combining the teaching and learning of the content and the language.

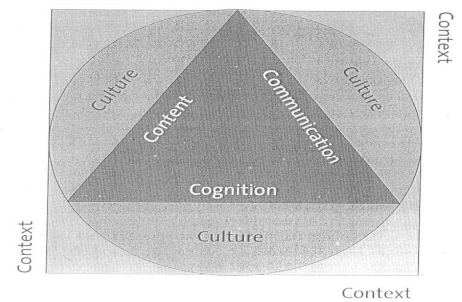
At that time I did not know that there already existed a scientific field called CLIL, which deals with these questions. On later teacher



training courses I could learn about the basic ideas of the Content and Language Integrated Learning in general and using it subject-specifically (e.g., about the core features of the methodology, the 4C-s, the importance of cooperative learning and the work between language and subject teachers, the need for the basic knowledge of the mother tongue, besides sources, games etc.) Although I know the changes in our educational system nowadays do not really support bilingual teaching because we teachers are overloaded and the curriculum is very strict and condensed, I deeply believe in the importance and success of this kind of teaching and learning, not to

mention its necessity, importance and useful outcomes.

The 4Cs Framework Context



CLIL – Teaching Other Subjects Through English

From CLIL, Coyle, Hood and Marsh

- Links:**
- [www.onestopenglish.com/clil](http://www.onestopenglish.com/clil)
  - [www.onestopenglish.com/clil/methodology/articles](http://www.onestopenglish.com/clil/methodology/articles)
  - [www.onestopclil.com](http://www.onestopclil.com)
  - [www.ccn-clil.eu](http://www.ccn-clil.eu)
  - [www.scienceinschool.org](http://www.scienceinschool.org)
  - [www.collaborativelearning.org](http://www.collaborativelearning.org)
  - [www.grahamworkman.com](http://www.grahamworkman.com)
  - <http://grahamworkmanbili.wikispaces.com/>
  - [www.clilnl/online/materials/search/html](http://www.clilnl/online/materials/search/html)
  - [www.euroclil.net](http://www.euroclil.net)
  - [www.scienceineurope.net](http://www.scienceineurope.net)