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ՀԵՐԹԱԿԱՆ ԱՏԵՍՏԱՎՈՐՄԱՆ ԵՆԹԱԿԱ
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ՀԵՏԱԶՈՏԱԿԱՆ ԱՇԽԱՏԱՆՔ

Թեմա՝ Բովանդակության և լեզվի ինտեգրված ուսուցում (CLIL)

Կատարող՝ Լիլիթ Բարբաբյան

Առարկա՝ Անգլերեն

Ուսումնական հաստատություն՝ Հրազդանի թիվ 13 ավագ դպրոց

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«Հրազդանի Խ.Աբովյանի անվ. թիվ 1 ավագ դպրոց» ՊՈԱԿ

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Ներածություն

Բովանդակության և լեզվի ինտեգրված ուսուցում (CLIL)

Ի՞նչ է CLIL-ը:

CLIL-ը բովանդակության և լեզվի ինտեգրված ուսուցման հապավումն է: Դա ուսումնական առարկաների բովանդակության դասավանդման մոտեցում է ոչ մայրենի լեզվի միջոցով: CLIL դասընթացի ընթացքում սովորողները ձեռք են բերում գիտելիքներ և ըմբռնում ուսումնական առարկայի վերաբերյալ՝ միաժամանակ սովորելով և օգտագործելով թիրախային լեզուն:

Սա ռազմավարություն է, որն արդյունավետորեն ներառում է օտար լեզվի, այս դեպքում անգլերենի երկու տեսակ՝ ընդհանուր անգլերեն (C/W/GE) և հատուկ նպատակների անգլերեն (ՅՆԱ/ESP): ՅՆԱ-ն էականորեն կարևոր է սովորողների համար, քանի որ լեզուն գործառական է՝ թելադրված մասնավոր առարկայի բովանդակությամբ: Հետագա աշխատանքում առաջխաղացում ապահովող այս մեթոդաբանությունը ուսանողների մասնագիտացման ոլորտում զարգացնում է նրանց հաղորդակցական կարողունակությունը և տրամադրում 21-րդ դարի աշխատաշուկայի պահանջները բավարարելուն անհրաժեշտ հմտություններ:

Հանրակրթական դպրոցներում կրթությունը պետք է խթանի աշակերտների ստեղծագործականությունը, հետաքրքրասիրությունը և ինչպես նաև առաջացնել սովորելու կամք և ցանկություն: Այս հետազոտական աշխատանքի նպատակն է ուսումնասիրել մոտիվացիայի ոլորտը և ինչպես է բովանդակության և լեզվի ինտեգրված ուսուցման (CLIL) օգտագործումը ազդում սովորողների մոտիվացիայի վրա:

Այս մեթոդաբանության հիմքում ընկած են մի շարք առանցքային հիմնադրույթներ, մասնավորապես՝

- Օտար լեզուն առաջնայնորեն հաղորդակցության միջոց է,
- Օտար լեզուն ուսումնառության միջոց է,
- Օտար լեզվով հաղորդակցումը աշխարհճանաչման, ինքնաճանաչման և այլ մշակույթների ճանաչման հիմնական գրավականն է,
- Լեզվական նյութը ծառայում է հաղորդակցության գերնպատակին,

• Այս դասընթացները տրամադրում են արժեհամակարգային և վերաբերմունքային կրթության և զարգացման անսպառ հնարավորություններ:

Դասընթացների կառուցման հիմքում ընկած է լեզվանյութի այնպիսի մատուցում, որը, պարուրաձև ընդլայնմամբ, ելք է ունենում դեպի հաղորդակցական չորս կարողություն՝ լսողական ընկալում, ընթերցանական ընկալում, բանավոր (մենախոսություն) և գրավոր խոսք, փոխազդեցություն:

Content and language integrated learning (CLIL)

What is CLIL?

CLIL is an acronym for Content and Language Integrated Learning. It is an approach to teaching the content of curricular subjects through the medium of a non-native language. In a CLIL course, learners gain knowledge and understanding of the curricular subject while simultaneously learning and using the target language.

Content first

It is important to notice that ‘content’ is the first word in CLIL. This is because curricular content leads language learning. Learning about science involves developing knowledge and understanding of: the material and physical world; the impact science makes on life and on the environment; scientific concepts; scientific enquiry. In addition, learners need to develop the accurate use of scientific language.

For example:

Biology

Describing characteristics: Plants have three main organs: leaves, stems and roots.

Explaining a process: Photosynthesis takes place in leaves. The leaves take in and expel gases from the atmosphere. They get rid of excess water in the form of water vapour.

Describing functions: The stem keeps the plant upright and supports it. It also carries water and minerals to other parts of the plant.

Expressing purpose: Plant roots have two functions: to fix the plant to the ground; to absorb water and minerals.

Science teachers in CLIL programmes therefore have to know the specific academic language that learners need in order to communicate their knowledge of scientific concepts, processes, functions and purposes. They also need to ask scientific questions, to analyse scientific ideas, to evaluate experimental evidence and to make conclusions and justify them. In order to achieve competence in communicating ideas, teachers should help learners notice key grammatical patterns as well as key content vocabulary.

Thus, the role of the teacher is in the mediation of content through language to encourage student learning through

interactions amongst student peers, student-teacher and teacher-student interactions. Secondly, cognitive development and critical thinking skills are at the heart of learning in CLIL. In view of this, CLIL practices are expected to help learners transition from lower-order thinking skills such as remembering, understanding and applying to higher-order thinking skills such as analysing, evaluating and creating. In CLIL, both the lower order thinking skills such as remember and understand are important in that one could not apply or evaluate their knowledge without understanding and remembering new content. Furthermore, it might be noted that create, which is at the top of the higher order thinking skills, can be applied even with younger students at primary level, as they will be using their knowledge at their level to create a poster or a presentation in a project, for example. So, this transitioning from lower order to higher order thinking skills is certainly not a linear process; rather it is more of a cyclical process in which the building up of knowledge and skills are encouraged so as to help learners develop their thinking through CLIL.

Definitions of CLIL

In this section we explore the definitions of CLIL. A commonly known general definition of CLIL states that it is “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language and it is often thought of as an efficient way in which to teach subject content and language together. Although the label CLIL stands for content and language integrated learning, the term seems to be mainly used to describe bilingual educational contexts where content classes are taught through an additional language but where little integration of content and language actually happens. When content is the focus, CLIL is often in the hands of subject teachers and portions of the school curriculum are delivered in an L2. CLIL lessons are in the hands of foreign language teachers while the emphasis is on language learning through school content. As a language teaching approach CLIL has become a pedagogical opportunity through which foreign language teachers can contextualise language teaching in topics which are familiar to learners and part of the school curriculum. In so doing,

learners may revise content learnt in their L1 and acquire new content while learning more English. Both approaches – content-driven and language-driven – seem to presuppose a formal educational context where the emphasis is on topics and themes that orient the curriculum.

CLIL features and frameworks

The 4Cs of CLIL

It is helpful to think of Coyle's 4Cs of CLIL for planning lessons (Coyle, 1999).

1 Content: What is the science topic? e.g. plants.

2 Communication: What science language will learners communicate during the lesson? e.g. the language of comparing and contrasting in order to analyse similarities and differences between fungi and plants.

3 Cognition: What thinking skills are demanded of learners in the science lesson? e.g. classifying leaves, thinking about advantages and disadvantages of growing plants in polytunnels.

4 Culture (sometimes the 4th C is referred to as Community or Citizenship):

Is there a cultural focus in the lesson? e.g. learners can find out about plants which are indigenous to their home countries and also find out about popular plants which are grown around the world.

Fertilizers used to help plants grow can also be compared. Which chemicals are used in different fertilizers? These questions encourage learners to express opinions about the effect of science on the environment. In multilingual contexts, it is important to encourage learners to find out about plants found in their home countries as they can learn the names of a wider range of plants, and discussion can take place about conditions in which different plants grow well.

In terms of the features and frameworks of CLIL, the 4Cs (content, communication, cognition, and culture) of CLIL are helpful in understanding how CLIL can be conceptualised from a broader perspective. Culture here refers to “developing intercultural understanding and global citizenship”, whereas community refers to being part of a learning group and local and global community. These two concepts are interrelated, as being part of the community requires one to have an awareness of intercultural understanding and sense of belonging to the world. We incorporate both culture and community as our view is that it is important to make both visible in our discussions of CLIL.

The 4Cs framework places equal emphasis on each of the four C's advocating an approach to learning where content is considered intertwined with and inseparable from communication, culture and cognition. One of the strongest features of CLIL is in the emphasis put on thinking and processing information/content rather than merely remembering and repeating. Therefore, cognition is central. Another underlying principle is that students process their understanding of content through communication, being scaffolded in this process by the teacher and other learners. Classrooms are considered cultures in which students exist in communities in order to learn through this scaffolding process.

The overall goals of CLIL can be wide-ranging but should include

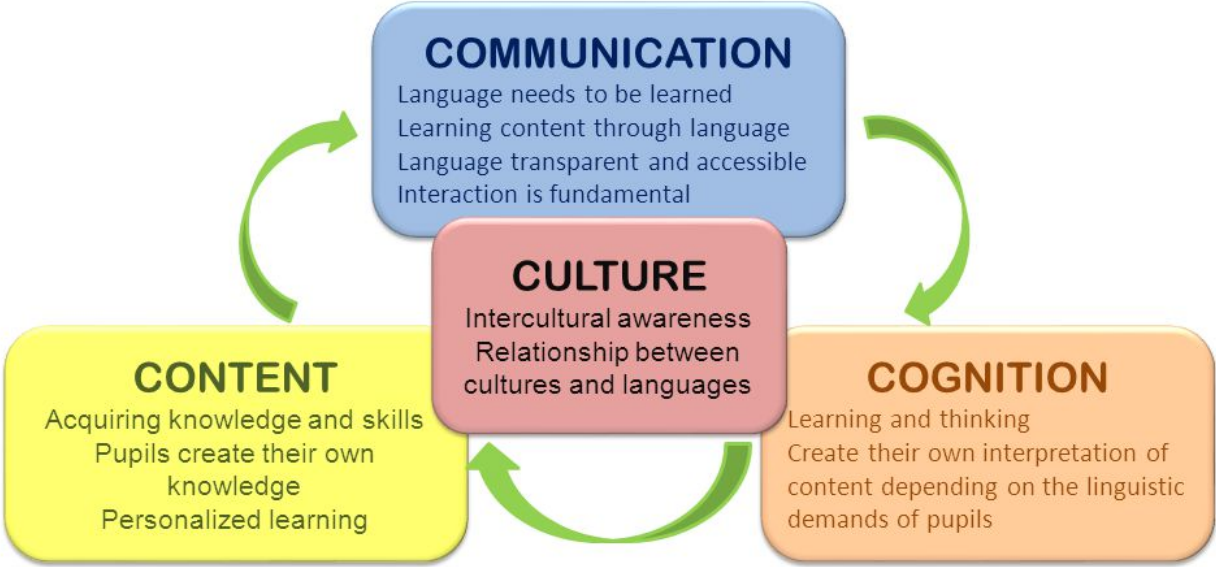
- Develop intercultural communication skills;**
- Prepare for internationalism;**
- Provide opportunities to study content through different perspectives;**
- Access subject-specific target language terminology;**
- Improve overall target language competence;**
- Develop oral communication skills;**
- Diversify methods and forms of classroom practice; and**
- Increase learner motivation.**

These are often expressed as the '4Cs'

CLIL

Content and Language Integrated Learning

- Positive effects both content and language subjects
- Language skills
- Flexible tools and recommendations on how to develop quality on materials based on 4Cs framework (Coyle, 2010)



- Content matter is not only about acquiring knowledge and skills, it is about the learners creating their own knowledge and understanding and developing skills (personalised learning);
- Content is related to learning and thinking (cognition). To enable the learners to create their own interpretation of content, it must be analysed for its linguistic demands; thinking processes (cognition) need to be analysed in terms of their linguistic demands;
- Language needs to be learned through communication, reconstructing the content and its related cognitive processes. This language needs to be transparent and accessible; interaction in the learning context is fundamental to learning. This has implications when the learning context operates through the medium of a foreign language;
- The relationship between culture and languages is complex. Intercultural awareness is fundamental to CLIL. Its rightful place is at the core of CLIL.

What are some tips for CLIL lesson planning?

Considerations when planning a CLIL science lesson

1. Activating prior knowledge

It is helpful to start a lesson by finding out what learners already know about the science topic.

Learners may know many facts about a topic in their L1 (first language) but may have difficulty

explaining this knowledge in a second or third language. When brainstorming ideas about a new topic,

expect learners to use some L1 and then translate.

2. Collaborative tasks

Include tasks that involve learners in producing key subject-specific vocabulary and structures in meaningful pair or group work activities. Tasks may be at word level, e.g. a pair work information-gap

or labelling activity, or at sentence level, e.g. pairs can ask and answer questions about different body organs, groups can explain how they plan to do an experiment or explain their results after doing an experiment. They can do this either digitally or face-to-face.

Activities should support processing of new science content and language.

3. Cognitive challenge

Learners usually need considerable support to develop their thinking skills in a non-native language.

They need to communicate not only the everyday functional language practised in many English classes, but they also need to communicate the cognitive, academic language of school subjects. In CLIL, learners meet cognitively challenging materials from the beginning of their courses.

4. Providing scaffolding, i.e. content and language support strategies which are appropriate but temporary, is therefore very important. For example, writing a substitution table on the board to support skills of expressing purpose:

Living things need glucose to get energy.

Reptiles have hard scales in order to keep them warm.

The cells in the seed multiply so a new plant can develop.

Some cells are long and thin so that they can absorb water and minerals from the soil.

Providing effective scaffolding is a challenge to all CLIL teachers because learners vary in the amount of support they need and in the length of time the support is needed. Learners might need more support and for longer in one subject than in another.

5. Developing thinking skills

Teachers need to ask questions which encourage lower order thinking skills (LOTS), e.g. the what, when, where and which questions. However, they also need to ask questions which demand higher order

thinking skills (HOTS). These involve the why and how questions and therefore require the use of more complex language. In CLIL contexts, and especially in science subjects, learners often have to answer

higher order thinking questions at an early stage of learning curricular content.

1. Connect what CLIL activities students are doing today with what they have done before. *Remember, our earlier experiment with putting sugar in the flowers' water? Well, today we're going to add salt and see what happens.*

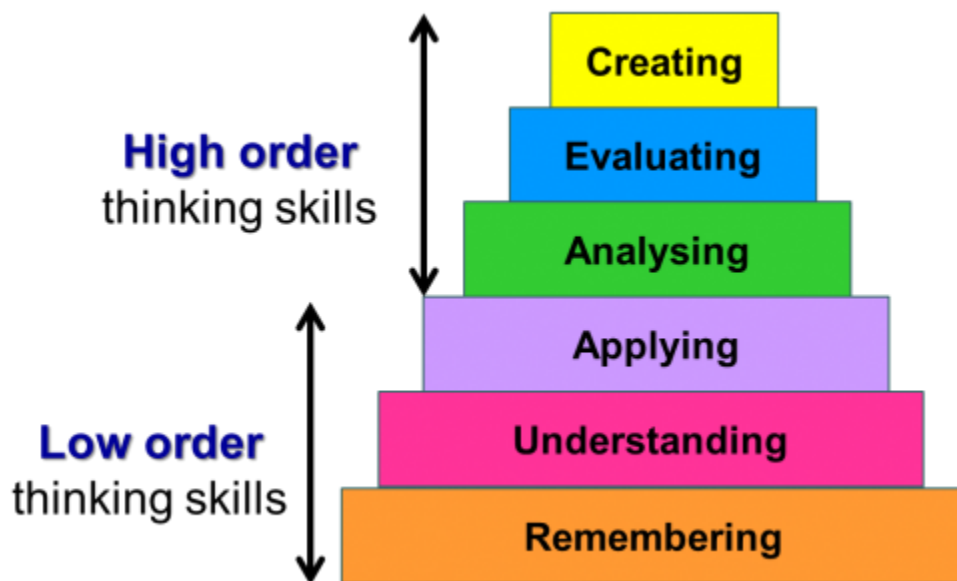
2. Connect your class to other classes. *I know in your art history class you just saw a film about the Egyptian pyramids. Today, we're going to make and label posters that show what's inside a pyramid.*

3. Have some extra content information in reserve. You are the language teacher and are not expected to be a content area specialist. However, you will earn your students' respect if you occasionally demonstrate content knowledge beyond the exact classroom task. Do a little research online, and perhaps learn an interesting fact or two about a famous explorer, a story about a scientific discovery, or a current example of social science theory. You might not find the right situations to bring up this information in every class, but you'll be ready if the opportunity arises.

4. Be able to explain the importance of the target content. It's natural for students to wonder why they are being asked to learn certain information. However, they may hesitate to ask a content teacher a question like *Why are we studying ancient Greek architecture? Who cares what the Parthenon looked like originally?* Since you are the language teacher, students may feel safer (and more polite) directing those kinds of questions to you. Be ready with an answer! What does the content in your CLIL curriculum have to do with real life? Before your class, ask yourself *Why is this important? Why is*

this interesting? 5. Make sure you have good answers. If you don't have answers, ask a content area specialist or do a short online query to prepare yourself.

What is a CLIL lesson plan for teens or adults?



Lower-order thinking skills (LOTS)

Level 1: Remembering refers to the ability to recall information. For instance, students can memorize and define vocabulary words they learned in class.

Level 2: Understanding manifests when students are able to explain ideas or concepts. An example of this is when they can answer questions based on a text they've read.

Level 3: Applying happens when students can use facts or concepts in a different context, such as when they can talk about a variety of situations using a grammar tense they've been taught.

Higher-order thinking skills (HOTS)

Level 4: Analyzing means being able to break down information into separate parts, then examine and create connections between these different parts. For instance, learners can compare and contrast the characteristics of two objects.

Level 5: Evaluating refers to the ability to form and express one's opinion. One way students do this is by supporting and defending their views during a class discussion.

Level 6: Creating is the highest level of thinking, wherein students can show proof of their learning by producing something new or original. Students at this stage, for instance, can make a presentation out of the vocabulary, ideas, and concepts they've learned.

Եզրակացություն

Իմ բացահայտումները ցույց են տալիս սովորողի ներգրավվածության առանցքային աճ CLIL մեթոդի կիրառության շնորհիվ: Ուսումնական միջավայրը դրականորեն փոխվում է, և սովորողների ներգրավվածությունը մեծանում է, երբ դասի բովանդակությունը դառնում է հետաքրքիր և վավերական: Ուսումնասիրության արդյունքներից հիմնական եզրակացություններն այն են, որ ուսանողներն ավելի շատ են ներքուստ մոտիվացված CLIL-դասերի ընթացքում, քանի որ տարբեր ուսումնական առարկաների և անգլերենի համադրումը բարձրացնում է հետաքրքրությունը սովորելու:

Այս հետազոտության արդյունքները ցույց են տալիս, որ մոտիվացիայի բարձրացումը, պայմանավորված CLIL մոտեցմամբ, փոխում է ուսումնական միջավայրը ուսումնասիրությանը մասնակցած դասարանում դրականորեն: Ընդհանուր արդյունքը ցույց է տալիս, որ սովորողների ներգրավվածությունը մեծանում է, երբ բովանդակությունը զվարճալի է և վավերական: Սովորողի յուրացման ընկալումը զգալիորեն ավելի բարձր է CLIL դասերից հետո, քան ոչ CLIL դասերից հետո: Գիտական թեմայի համադրությունը լեզվի ուսուցման հետ խթանում է սովորելու հետաքրքրությունը, ավելի քան ավանդական դասագրքերի թեմաների դասապլանները: Բոլոր ուսանողները ակտիվություն են ցուցաբերում իրենց խմբերում և հաղորդակցվում են առաջադրանքի շուրջ: Ես եզրակացնում եմ, որ աճող մոտիվացիան մասամբ պայմանավորված է առաջադրանքի իսկությամբ: Առաջադրանքները CLIL դասերում ավագ դպրոցում պարունակում են ավելի շատ ներքին մոտիվացնող տարրեր՝ պայմանավորված առարկայական հոսքերի և ապագա մասնագիտությունների ընտրության իրենց նախասիրություններով: CLIL դասի հիանալիս այն է, որ այն արդյունավետորեն օգտագործում է ուսանողների ներքին մոտիվացիան առարկայի նկատմամբ (օրինակ՝ պատմություն, քիմիա կամ մաթեմատիկա) և անուղղակիորեն ուղղորդում է այն դեպի նպատակային լեզու: Քանի որ առարկան և ուսումնական միջավայրը անբաժանելի են և փոխկապակցված, նպատակային լեզուն ի վերջո շահում է թեմայի նկատմամբ սովորողի բնական հետաքրքրությունից:

Որպես լեզվի ուսուցիչներ մենք փորձում ենք որոնել օրինակներ կամ նկարագրողումներ, որոնք սովորողները հետաքրքիր կհամարեն, ինչ-որ բան,

որը կգրավի նրանց ուշադրությունը և նրանց հետաքրքրասիրությունը: Դե, CLIL-ը իսկապես ապահովում է այս կապը՝ առաջարկելով թեմաներ, որոնք հետաքրքրում են սովորողին, այդպիսով օգնելով ուսուցչին խուսափել լեզուն սովորելու շատ մոտիվացիոն խնդիրներից:

CLIL-ի հետ ուսուցիչը դադարում է լեզվի ուսուցիչ լինել և փոխարենը դառնում համապատասխան ուսումնական առարկայի ուսուցիչ: CLIL-ի վրա հիմնված դասերը ուսանողներին տալիս են բովանդակալից համատեքստ, որով նրանք կարող են սովորել և խարսխել թիրախային լեզուն՝ բնականաբար սովորելով այն:

Կից ներկայացված դասապլանը մշակվել է ԼԲՆՈՒ մեթոդաբանության համաձայն, որում ներհյուսված են լեզուն և մասնագիտական առարկան:

Դասն անցկացվել է 11-րդ ֆիզմաթ դասարանում:

CLIL lesson plan

Subject	Math (40 min.)	
Topic	Measurements: metric vs. imperial	
Grade, English level	7, A2	
Lesson aims	<ul style="list-style-type: none"> · To develop students' vocabulary on Maths' topic. · To develop students' content knowledge. · To get acquainted with measurement units. 	
Assessment	Formative assessment. Students will evaluate each other by checking each other's worksheet answers. Discussing answers to the questions with teacher.	
	Teaching objectives	Learning outcomes
	Content	Content
	Imperial and metric measurement system.	<ul style="list-style-type: none"> · Students acquire vocabulary related to unit. · Students become acquainted with the different measurement systems.

Cognition	Cognition
<p>Understand:</p> <ul style="list-style-type: none"> · know the usage of measurement units · know how the conversion is made <p>Apply:</p> <ul style="list-style-type: none"> · convert one measurement unit to another <p>Creating: task designing</p>	<ul style="list-style-type: none"> · Students are able to define the usage of particular measurement unit · Students know the math operation used for conversion · Students can convert one measurement unit to another · Students design conversion tasks to the classmates

Culture

Students get acquainted with measurement system which was used in United Kingdom in the past and used nowadays.

Communication

Language OF Learning	Language FOR learning	Language THROUGH Learning
<p>Foot, gram, kilogram, mile, kilometre, metre, inch, pound, centimetre, litre, centilitre, pint,</p>	<p>I need to multiply by.... I need to divide by... Numbers. is equal to..... Which unit you use for.....? True or false?</p>	<p>Write Latvian equivalents to measurement units. Name the units according to their usage.</p>

<p><i>gallon, length, weight, capacity, multiply, divide, operation, multiplication, division.</i></p>	<p><i>Read. Give answer in metric and imperial. Do conversion. The result is..... Numbers.</i></p>	<p><i>Names the mathematical operation used for conversion.</i></p>
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Lesson plan

Stage, timing (min)	Activities, instructions	Teaching aids
Greeting, less than 1min T-Ss	Teacher greets students and waits for them to answer.	
Lead-in, 4 min T-Ss	Teacher switches on the video. https://www.youtube.com/watch?v=W8eJgmU_h4o&t=4s After video teacher asks students, what do they think are we going to learn about? Students give their possible answers. Teacher with students define topic and explain that there are two metric systems which can be used in the UK and also in the USA.	Screen, projector, computer, speakers.
Warm-up activity, 3 min. Ss T-Ss	Teacher gives students worksheets and students translate given words into Latvian. They do it in pairs. Then all together discuss the translations. Teacher uses presentation to show correct spelling for Latvian words.	Worksheet, dictionaries (printed or online), mobile phones, presentation.
Grouping the measurement units, 4 min. Ss T-Ss	In the same pairs students continue with task 2 and group measurement units according to their usage. Before doing the task, teacher discuss the meaning of the words in table (length, weight, and capacity). Students are given 3 minutes to group the items. Then they discuss answers with teacher. Teacher uses presentation, where the answers are revealed after clicking the table.	Worksheet, presentation.
Presentation, 6 min. T-Ss	Teacher shows table with information how the conversions are done. While explaining, teacher pays attention to terms – <i>multiply</i> and <i>divide</i> , <i>multiplication</i> , <i>division</i> and discuss them with students.	Worksheet, presentation, projector, screen
Practise, 9 min. Ss T-Ss	Teacher asks students to take their mobile phones, as they are going to play Kahoot game https://create.kahoot.it/share/conversion/afe13922-0ace42ec-b0bb-8f9687ad7bed Student have conversion table in their worksheets, where they can look for numbers. After the game teacher goes through the questions with students and explains them.	Worksheet, mobile phone, projector, computer, screen

Practise, 7 min. Ss	When teacher has discussed task 3 and conversion process, it is time to do practice task where students convert different measurements.	Worksheet, notebook
Assessment, 3 – 6 min. T-Ss	When students have finished, teacher asks students to exchange with their partner and check each other's work. Teacher tells the correct answers and if needed explain them to students. For each correct answer student gets 1 point. Students evaluate their classmate's work. Note: <i>If the assessment takes less than 6 min. then students can start designing their own tasks in the classroom.</i>	Worksheet, presentation
Home assignment		
Creating own tasks, 10 min. Ss	As a home assignment, students are asked to design 5 conversion tasks which they are going to present to their classmates and ask them to solve the tasks.	Worksheet, notebook
Farewell	Teacher thanks students for the lesson and says goodbye.	

MEASUREMENTS: METRIC vs. IMPERIAL

Task 1. Write Latvian translations of these units of measurement.

Foot (ft) _____ pound (lb) _____

Gram (g) _____ centimetre (cm) _____

Kilogram (kg) _____ litre (l) _____

Mile (mi) _____ centilitre (cl) _____

Kilometre (km) _____ pint (pt) _____

Inch (in) _____ gallon (gal) _____

Metre (m) _____

Task 2. Write the units of measurement from ex.1 in the correct column.

DOING CONVERSIONS

1 km = 0.625 mile 30.5cm = 1 foot

2.54cm = 1 inch 1 kg = 2.2 lb

4.5 litres = 1 gallon 1 litre = 1.75 pints

Example:

1 foot = 30.5 cm

To convert from feet to cm, we multiply by 30.5
e.g. 2 feet = $2 \times 30.5 = 61$ cm

To convert from centimetres to feet, we divide by 30.5
e.g. 885 cm = $885 \div 30.5 = 29$ feet

	Metric	Imperial
Length		
Weight		
Capacity		

Task 3. Do the conversion exercises.

1 Rob is 5.5 feet tall. What is his height in metres? _____ 2 Susan's son weighs 30 kilograms. What is his weight in pounds? _____

3 Helen runs 3.5 miles every day. How far does she run in kilometres?

4 I drink 2 litres of water a day. How much do I drink in pints?

5 We've got a 32-inch television screen. What is its size in centimetres?

6 The car's fuel tank capacity is 56 litres. How many

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