

Table of Contents

Content and Language Integrated Learning (CLIL): A Methodology of Bilingual Teaching

Introduction.....	9
Chapter 1 Bilingual Children.....	15
Vignette “A Family Experiment”	15
1.1 Dismantling Myths and Legends of Bilingualism.....	16
1.2 The Guide for Bilingual Parents	17
1.3 The Graduate Medical School of Hanover	19
1.4 The Gap Between Knowing and Doing	20
1.5 The Dual System Hypothesis	22
1.6 The Unitary Language System Hypothesis.....	24
Chapter 2 Nativist and Cognitive Positions	27
Vignette “Language is the dress of thought”	27
2.1 The Research on Second Language Acquisition.....	31
2.2 Behaviorism and a Black Box	32
2.3 The Universal Grammar and Noam Chomsky.....	33
2.4 The Minimalist Position of Recursion.....	36
2.5 The Input and Output Hypotheses	39
2.6 Language Learning as a Social Process – The Zone of Proximal Development (ZPD)	42
Chapter 3 Nature versus Nurture	47
Vignette “The American Experience”	47
3.1 The Fundamental Difference Hypothesis.....	50
3.2 Linking Nature and Nurture.....	53
3.3 Anthropology Sheds a New Light.....	56
3.4 The Neuro-biological View	59
3.5 The Task-based Approach.....	61

Chapter 4 Learning (Foreign) Languages in Cultural Contexts – Historic and Current Developments	65
Vignette “The Dunera Boys”	65
4.1 Communicative Language Teaching and the Grammar Question	66
4.2 The Common European Framework for Languages	70
4.3 Rethinking Foreign Language Teaching.....	72
4.4 The Two Tales of CLIL.....	76
4.5 CLIL Example – Teaching “Bauhaus” <i>Professor Ingrid Zeller; Northwestern University</i>	83
Chapter 5 Dimensions and Contexts of Bilingual Teaching	119
Vignette “Intercultural Encounters in Student Exchanges”	119
5.1 Scotland	123
5.2 Canada and the US	124
5.3 Australia (& Deutsche Schule Melbourne).....	129
5.4 Germany and Europe.....	133
5.5 Learning Principles.....	140
5.6 Principles of Quality Teaching (Luther College)	147
5.7 Teaching Design as an Instructional Model (McKinnon Secondary College)	152
5.8 Linguistic Risk Taking (Ottawa)	157
Chapter 6 Building Blocks of CLIL	161
Vignette “Windows in the Foreign Language Classroom” .	161
6.1 Features of Multi-perspective Learning.....	167
6.2 Guiding Questions for CLIL Lesson Planning.....	171
6.3 The 4 Cs Framework.....	172
6.4 Discourse Competences – Bridging BICS and CALP	182
6.5 The Language Triptych.....	194
6.6 The Bilingual Triangle and the Third Space.....	198
6.7 Task Design Wheel and Task-verbs	201

6.8 Primacy of Content.....	206
6.9 Scaffolding as a Dual Teaching Strategy	208
Chapter 7 Literary CLIL.....	215
Vignette “Intertextuality”	215
7.1 Literature as Part of the Bilingual Curriculum	220
7.2 Literature in the CEF	222
7.3 Selection Criteria.....	225
7.4 Narratives of Literary CLIL.....	226
7.5 Literary CLIL as a Theory of Practice	228
7.6 Study Design for Literary Analysis and Criticism	230
7.7 Literary Studies in Contexts, Genres and Target Countries.....	237
7.8 Intertextuality	277
Chapter 8 CLIL Tools and Skills	285
Vignette “Worksheet Compass”	285
8.1 Scaffolding as a Tool in CLIL	286
8.2 Task-based Language Teaching (TBLT)	291
8.3 English Unlimited (blended content-language learning)	293
8.4 The Visual Turn	294
8.5 Learnscapes	303
Chapter 9 CLIL Modules.....	307
Vignette “Teaching Units”	307
9.1 Measuring Your Media (A2)	309
9.2 Refugees (A2)	312
9.3 Analysing Political Cartoons (B1).....	314
9.4 Jacobites and Enlightenment (B1).....	317
9.5 Caledonia – Creating a Podcast (B2)	319
9.6 War and Peace – Calvin and Hobbes (B2)	322

9.7 Herringbone Technique (B2+).....	324
9.8 Absolutism (B2+)	325
9.9 Reciprocal Teaching (C1).....	327
9.10 International Relations – Libya (C1).....	331
Chapter 10 CLIL Challenges and Desiderata	335
Vignette “Venn Diagram”	335
10.1 CLIL as a Catalyst for Change	337
10.2 The Innovative Potential.....	340
10.3 Competence and Content – a CLIL Example	341
10.4 Future Directions	344
Glossary of Teaching Strategies and Learning Skills.....	347