L1 and translation in CBLT

Reflection

In a recent study of CLIL programs in junior vocational secondary schools in the Netherlands, students were asked which teacher behavior they found most useful to help them learn subjects through English L2. The study found that:

- The most useful teacher behavior, scoring far above all the others, was the continual use of English by teachers.
- The second most useful teacher behavior was teachers' ongoing encouragement for students themselves to use English.

In light of these findings, can you think of any good reasons to use the students' L1 in CBLT?

Reflection

Read the following extract from a 3rd-grade French immersion classroom and decide how you would respond to the student's reference in English to "fog." What would be more effective: acknowledging that *brouillard* is indeed the translation equivalent of "fog" or to let students try to describe fog using their L2? How accurate are their descriptions of fog? How would you describe fog in your L2?

T: *Qu'est-ce que ça veut dire, le brouillard? Tu as une idée, Justin?*
[What does *brouillard* mean? Do you have any idea, Justin?]

S1:   *C'est comme, je sais pas comment dire en français. C'est fog.*
[It's like, I don't know how to say it in French. It's *fog*.]

T: *Je suis pas bonne avec mon anglais. Est-ce que c'est la bonne traduction? On va aller avec un mot français . . .*
[I'm not good with my English. Is that the right translation? Let's go with a French word.]

S2:   *C'est comme, quand tu rentres dans du brouillard, c'est comme du gaz qui se promène partout.*
[It's like, when you go into fog, it's like gas that's going all over the place.]

T: *Oh là là! Mmm. . . .*

S3:   *C'est pas comme du gaz mais c'est comme de la fumée. . . .*
[It's not like gas, but it's like smoke. . . .]

CBI vs LSP vs CLIL

Kind of C/L integration	Focus	L2 learning
Language teaching <u>by</u> content teaching (Mohan 1986)	Focus on content	Language is developed incidentally
Language teaching <u>with</u> content teaching (Mohan 1986)	Focus on content and language	Only useful language is taught in order to acquire new content knowledge
Language teaching <u>for</u> content teaching (Mohan 1986)	Focus on language	Only useful language is taught in order to negotiate disciplinary meanings
Language teaching <u>through</u> content teaching (Fernandez 2009)	Focus on language and content	Language is taught from a communicative perspective so that students can introduce new subject-related topics and expand previous knowledge