Anna Demčáková – evaluation of Erasmus+

During my Erasmus+ Course I took part in some interesting activities which have been helping me to improve my work in the field of CLIL = [Content and Language Integrated Learning](https://www.teachingenglish.org.uk/think/articles/content-language-integrated-learning).

The programe Erasmus+ gave me the opportunity to get language knowledge, a lot of materials and contacts. The support was very important by many online resources, knowledge in the field of error correction and feedback, assesment, communication, activity planning, language in the CLIL classroom or how to teach vocabulary, how to improve cognitive skills. I also could take part in many CLIL activities. I met the community of other teachers and we were exchanging our experience, methods, skills, what was very useful and helpful for me.

Thanks to Erasmus + both content (Biology) and language (English) are explored in my CLIL lesson.
Benefits of CLIL Biology lessons:

Language is used to learn as well as to communicate. It is the subject (Biology) matter which determines the language needed to learn. A CLIL lesson is therefore not a language lesson neither is it the Biology lesson transmitted in the English language. Using language to learn whilst learning to use language. Developing thinking skills which link concept formation (abstract and concrete), understanding and language. Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

In the Biology CLIL lesson, all four language skills should be combined.

The skills are seen thus:

Listening is a normal input activity, vital for English learning.

Reading, using meaningful material, is the major source of input.

Speaking focuses on fluency. Accuracy is seen as subordinate.

Writing is a series of lexical activities through which grammar is recycled.

The Biology CLIL lessons exhibit the following characteristics:

Integrate language and skills, and receptive and productive skills. Lessons are often based on reading or listening texts. The language focus in a lesson does not consider structural grading. Language is functional and dictated by the context of the subject (Biology). Language is approached lexically rather than grammatically. My students styles are taken into account in task types.

The Biology CLIL lesson looks at content and language in equal measure.
By processing the text is important that the best texts are those accompanied by illustrations so that my students can visualise what they are reading. Biology texts are often represented diagrammatically. These structures are known as ideational frameworks or diagrams of thinking, and are used to help my students categorise the ideas and information in a text.
Since my students need to use both simple and more complex language, there is no grading of language involved, but it is a good idea for me to highlight useful language in the text and to categorise it according to function. A variety of tasks for students should be provided, taking into account the students purpose and their styles and preferences. Receptive skill activities are of the read/listen and do genre.