

# Building Bridges:

CLIL, VOLL, SCLT, ESP, EAP  
Skills, content, and language learning  
from high school to university



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# Personal Introduction

■ 35

■ 30

■ 22

■ 15



# Overview

- Personal introduction and Purpose
- Setting the Stage
- Fundamental Principles
- Exploring Needs of Learners
- Mapping Out Exploring Pathways to Learning
- Competencies for Study, Work, and Life
- Reflection on Practice: Lessons Learned



# Setting the Stage

- Examples from the “Real World”
- Conference Room Talk: teaching vs. learning
- Level B2: What is it?
- Push-Pull Effect: Industry
- Push-Pull Effect: ICT



# Setting the Stage

- In a hotel- breakfast queue-trade school graduates-party of four or six-next floor-same breakfast
- On the plane-emergency row- adult-Do you speak English? Understanding-move



# Setting the Stage

- The Blame Game:

They can't read, understand, listen, speak, write, or think.

I taught \_\_\_\_\_, but they don't get it.





# Setting the Stage

- Level B2: What does this really mean?
- What is can students really do in English after leaving school?

# Setting the Stage

- The HAK/HTL Graduate
- The University Graduate

## Profile:

18-25, x-years of work experience, “top skills in English”, 3 other languages, foreign experience, social-cultural-academic-IT-skills



# Setting the Stage

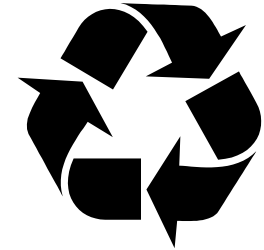
- How do media influence learning?
- Do the increased use of technology and social software have an adverse effect on student learning?
- How “technology savvy” are teachers?
- What effect does this have on teaching methods and learning environment?

# The Field: Merging, Emerging, Re-emerging

- CLIL
- VOLL
- SCLT
- ESP
- EAP



# Principle 1



*"The acquisition of knowledge is a dynamic and interactive process in which the learner seeks, discovers and applies learning in real world, problem-solving situations."*

# Principle 2



*"Self-access by definition is an individual path to knowledge , the discovery of one's own limitations, and the chance to break through individual barriers."*

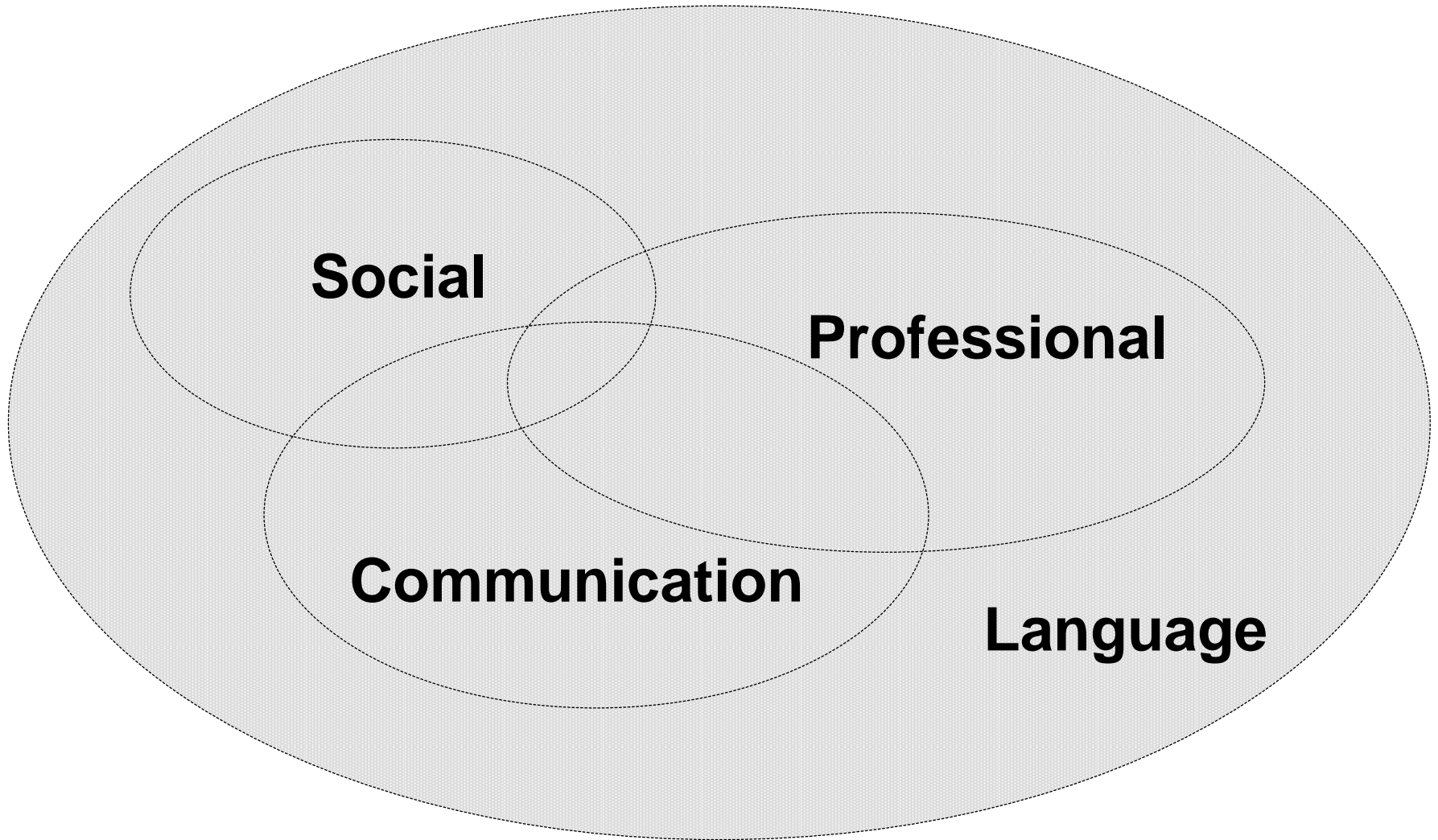
# Principle 3

*“The goal of teaching is to enable learning to take place.”*



*-Laurillard (1993). Rethinking University Teaching.*

# Skills Focus





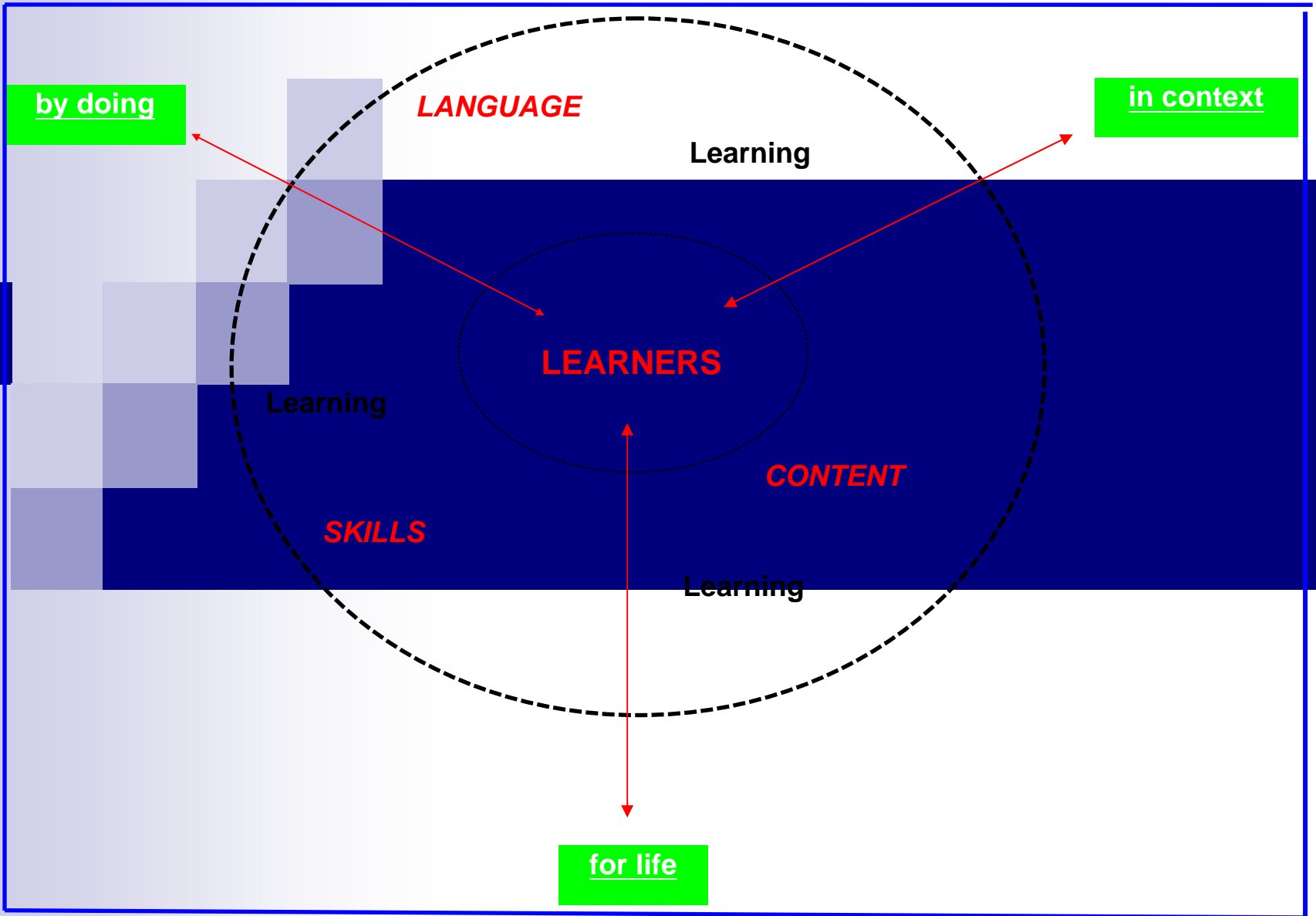
# SWOT Analysis

Strengths

Weaknesses

Opportunities

Threats



# Learner Needs

A few morsels for thought- 15 years on

- Awareness of Needs
- Context for Learning
- Application

What has changed?



# Learner Needs

- Accuracy
- Register
- Pronunciation
- Summarizing
- Structuring
- Proof-reading
- Researching
- Presenting
- Analysis
- Critical reflection
- Conceptualizing
- Self-access
- Self-evaluation

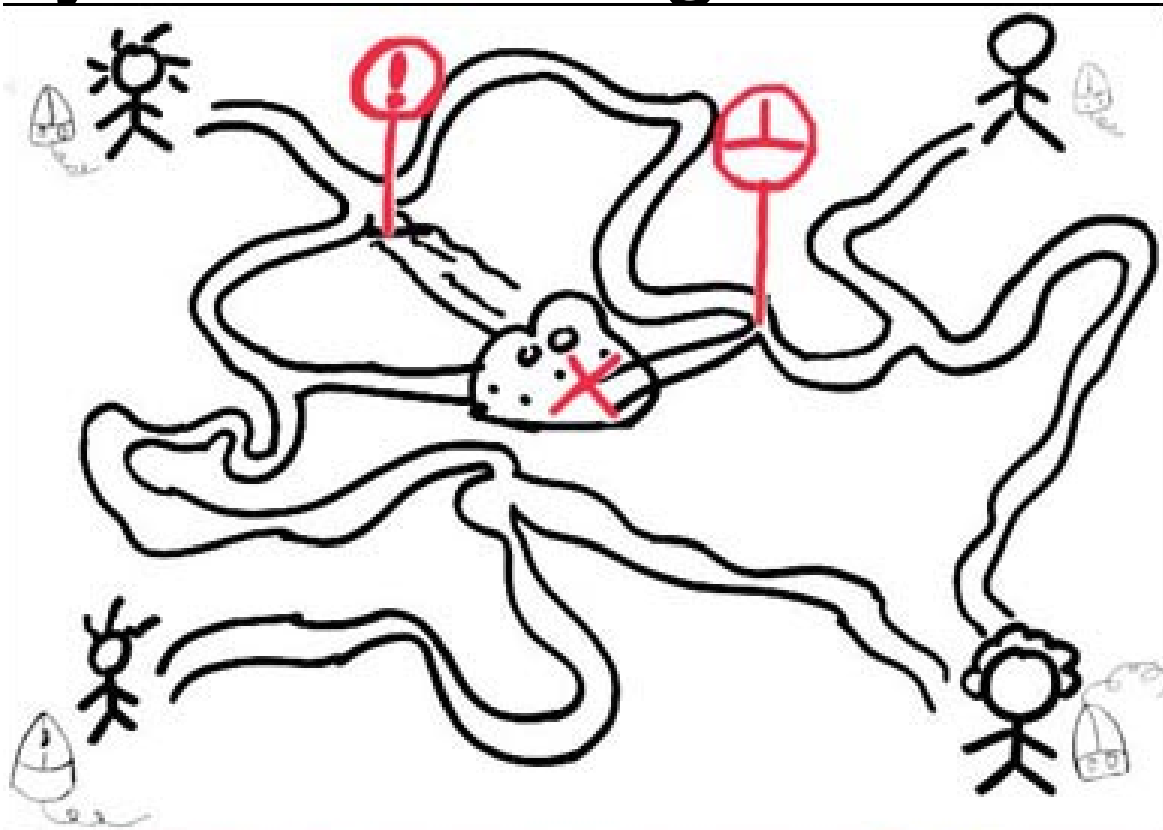


# Learner Needs

- Fearless
- Critical
- Flexible
- Skilled
- Conceptual



# Mapping Out and Exploring Pathways to Learning



X = treasure which is the outcome of the learning

Everyone has a different starting point and a different path to travel to reach their goal, the treasure. The teacher is there to guide the different learning paths to the treasure and to help each learner overcome any difficulties which might hinder their journey.

# CLIL/VOLL

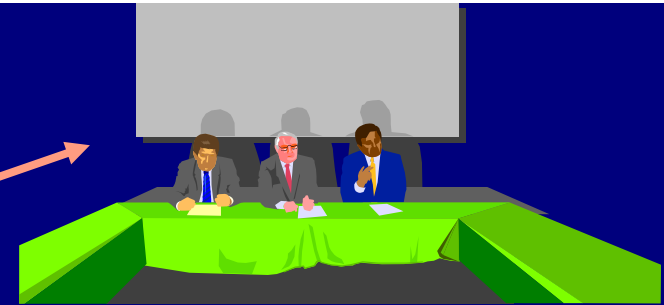
- Use knowledge
  - Develop social skills
  - Develop IT skills
  - Develop language skills
  - Develop research skills
  - Develop study skills
- 
- Work at a distance, in a team, SDL
  - Work across “cultures”



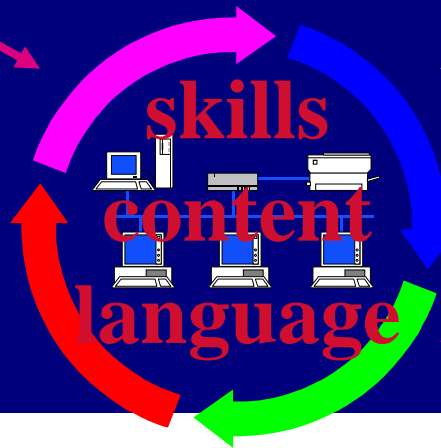
*Peer Reviewer*



*Consultants*



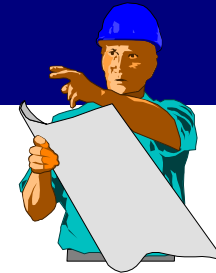
*Expert Teams*

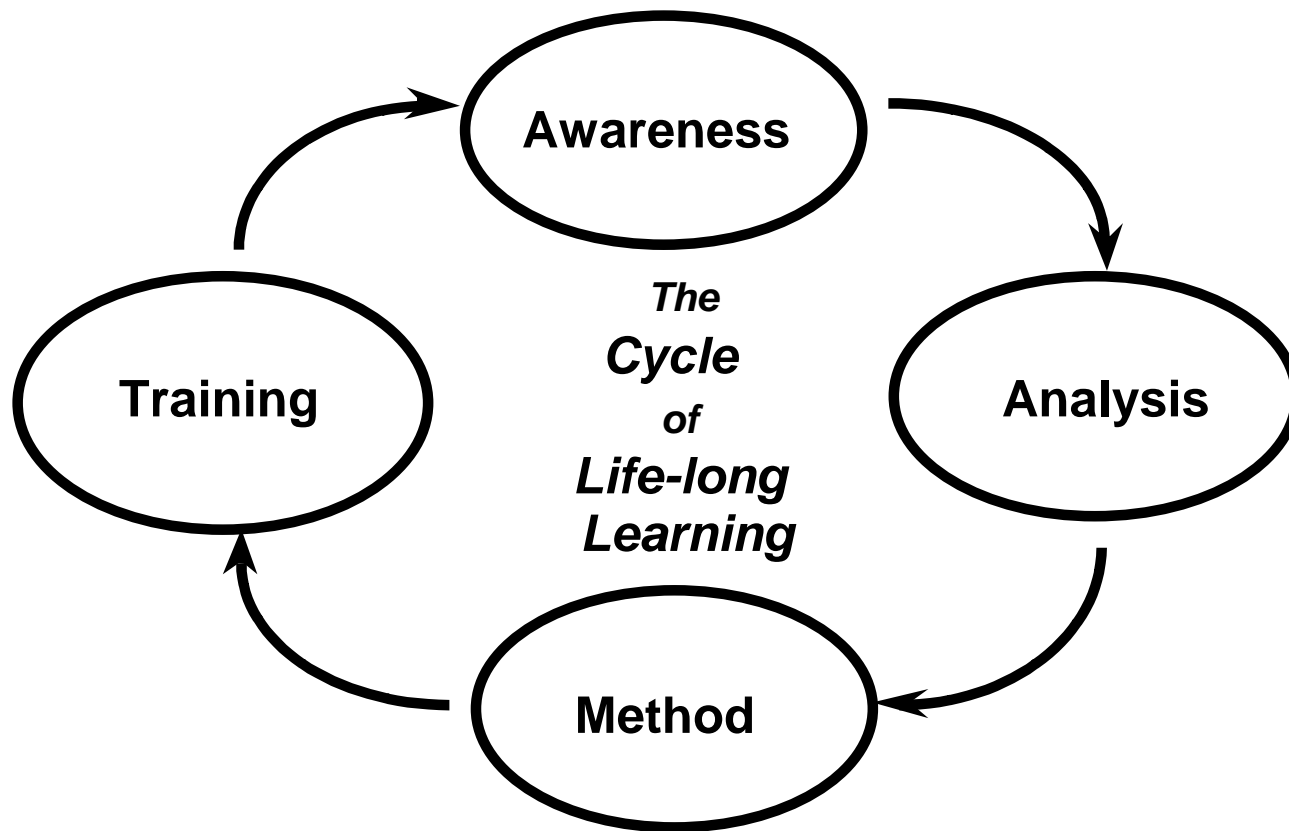


*Instructor*



*Designer*





# Food for Thought 1

Life-long learning is not the responsibility of the teacher or the classroom. This must rest solely with the learner. It is, after all, learning, not teaching. Where the classroom can and must succeed is in the transmitting of solid study and research skills, situations for critical thinking, opportunities for language use and personal growth. This means “hands on experience” with language, skills, and personal interaction at every turn.



# Food for Thought 2

IT can significantly enhance this process if it is used to provide support and opportunities for further practice, interaction, and feedback. It must, above all, be integrated into a package to encourage and enable the learner to reach his/her goals.



# Final Thought

I teach therefore I learn.

-Seneca



# Contact

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