

Abstract

Content and language integrated learning (CLIL) is a dual focused educational approach in which an additional language is used for the learning and teaching of both language and a non-linguistic subject or its part. While there are numerous forms of CLIL implementation, it is possible to define universal pedagogical principles for CLIL teaching and planning.

This research presents a content analysis of 56 lesson plans for a CLIL lesson of financial mathematics/literacy. The aim of this research was to establish whether these lesson plans reflected the CLIL pedagogical principles, to establish what features the respondents saw as key features to a CLIL lesson plan, and whether/how the lesson plans corresponded to the respondents' theoretical proclamations. Our research investigated also the differences in lesson plans by these two sub-groups.

An original lesson plan analysis tool (LPAT) was created for this research. It was used as a basis for a quantitative survey and as a framework in content analysis of the lesson plans. The tool identified eight key features of a CLIL lesson plan.

The respondent combined approximately five of the key features with other features of the LPAT both in the survey and in the lesson plans. Both the survey and the analysis show that the respondents did not identify the same key features of a CLIL lesson plan as the CLIL publications.

On the level of individual LPAT items, there were no significant differences between the L2 teachers and the non-L2 ones; however, the two groups differed in types of manifestations of the features.