

The Impact of ICT and Games Based Learning on Content and Language Integrated Learning

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Abstract

Content and Language Integrated Learning (CLIL) as a form of bilingual education has become very popular over recent years [1]. From research conducted in Europe [1] it appears that CLIL provision in its different types is present in the vast majority of European countries except for only six of them. 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 content and language. That is in the teaching and learning process, there is a focus not only on content, and not only at language. Each is interwoven [2]. IT tools can support the process of second language acquisition in many ways but still there is not a lot of research how CLIL in particular.

From research conducted recently by the authors among 240 CLIL teachers and practitioners in more than thirty European countries, it was found that ICT and game based learning in particular is already widely used in this area. However, there were also numerous instances of CLIL teachers recognising the benefits of using ICT and games based learning whilst at the same time identifying a number of key barriers and challenges that made it difficult for them to adopt such technologies.

This paper will examine how ICT and games based learning in particular can enhance the process of learning both language and non language subjects integrated in CLIL. In this paper authors also try to identify the problems that many CLIL teachers potentially face and make a number of recommendations that can be implemented in order to make it easier for CLIL teachers to more widely adopt ICT and games based learning in their teaching.