Using Videos from YouTube and Websites in the CLIL Classroom

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Abstract. This paper reports on a research study that was carried out on the use of videos for task-based learning of scientific subjects through English in secondary education. It examines the potential of implementing CLIL classes in language learning contexts with the aim of improving students’ competence by enhancing their motivation. It particularly describes the advantages of using technology and streaming videos in these situations as a way to engage learners. A wide range of video-sharing websites is available on the Internet, including video lessons, documentaries and educational material which can be used to facilitate students’ meaningful learning. CLIL methodology involves a combination of subject and language teaching with careful attention to learners’ language level and skills. Traditional language teaching largely relies on graded material and often corresponds to low levels of participation whereas CLIL employs authentic material and resources, which means creating more realistic learning opportunities but also designing specific tasks to boost students’ understanding. After analyzing the characteristics of videos and describing the advantages of using them in CLIL contexts, this paper provides some practical suggestions for classroom use and discusses the results of this experience.

Key-words: authentic material, motivation, strategies, teacher’s role, life-like experience, learner training.