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**CLIL. Content and Language Integrated Learning.**

## ***SUMMARY***

### **CLIL: CONTENT AND LANGUAGE INTEGRATED LEARNING.**

#### **DEFINITION**

CLIL is dual focused. It covers content and language. (learning and investigating skills)

#### **BENEFITS**

Higher cultural awareness.  
Internationalisation.  
Language Competence.  
Preparation for study and working life.  
Increased motivation.

#### **PRINCIPLES**

Language is used to learn as well as communicate.  
It is the subject matter which determines the language needed to learn.

#### **LESSONS**

Content – progression in knowledge, skills and understanding related to a curriculum.  
Communication – using language to learn whilst learning to use language.  
Cognition – developing thinking skills which link concept formation (concrete/abstract), understanding and language.  
Culture - exposure to alternative perspectives and shared understanding which deepen awareness of others and self.

#### **IMPLICATIONS**

- It may become difficult to keep on track. Language could get lost in the content.
- Requires the teacher to be knowledgeable about other subjects.
- How do you test inner awareness?
- Coursebooks do not cater or this kind of learning/teaching.

#### **TYPES OF LESSONS**

Emphasis will be on reading but other skills should be integrated. This is very similar to an ELT integrated skills lesson except that it includes exploration of language and is given by a CLIL teacher (knowledgeable in both areas). Approach leans towards holistic, lexical and communicative.

# ***CLIL QUIZ***

***How much do you know or want to know about CLIL?***

***1 Which definition is more appropriate for CLIL?***

- a It is the subject matter which determines the language needed to learn.
- b Language is the most important factor and content is fitted around it.
- c Language and content have the same importance.

***2 Which approach/approaches does CLIL draw on more?***

- a lexical.
- b communicative.
- c humanistic.
- d content based teaching.

***3 Which is seen as subordinate?***

- a accuracy.
- b fluency.

***4 Which skill is the major source of input?***

- A reading
- B listening
- C writing
- D speaking

***5 What is the attitude towards L1 in a CLIL lesson or curriculum.***

- a not necessary.
- b a vital part.
- C an be used to clarify.

***6 Which is at a higher level in initial lessons?***

- a the language the students use or learn.
- c the content the students focus on.

***7 How are texts divided?***

- A subject specific and other language.
- B academic and subject specific.
- C subject specific, academic and other language.

# ISLAND PROJECT

**Project name:**

**Fantasy Island: 8–12 year olds**

**Project components:**

**Components: 6 sections (about 60/75 minutes each)**

## ***1. Map your Island***

### **Description**

The learners make a large wall map of the island and a small one for their files.

### **Language**

Present Simple; describing geographical features and places; points of the compass and giving directions.

### **Skills**

Designing, drawing and cutting.

### **Materials**

A selection of atlases, reference books showing pictures of islands and various geographical features such as mountain ranges, volcanoes, swamps, forests, jungles, deserts etc., along with the usual stuff (paper, pens, paints)

### **Variation:**

Three-dimensional model of the island using paper maché or cardboard, egg cartoons etc.

## **Other possible components:**

## ***2. Fly the Flag***

The class design a flag, incorporating colours, shapes geographical features.

## ***3. Fantasy Creatures***

The learners make posters of each animal and write about the animal's habits, its habitat, the way it rears its young, if it is endangered and why.

Language

Biological terms such as mammal, reptile, amphibian, insect, bird and animal habitats; nest, hole, warren, den, burrow etc.

#### ***4. Ideal Homes***

This could be a poster or models, depending on how long you want to spend on the activity.

Language

Passives, building materials, rooms and furniture, types of houses. (wigwams, log cabins, igloos)

#### ***5. Celebrity Guests***

The groups choose a famous person, dead or alive, real or imaginary, who they would like to visit the island and write an invitation

#### ***6. Tour of the Island***

They plan and write an itinerary for the guest they invited to the island. They record their itinerary on cassette

Example of recorded itinerary:

*At nine o'clock we leave the hotel and go by bus to the famous Volcano and Lake. If you are lucky you may see the volcano erupting. Then at twelve o'clock we visit a typical island home which is by the side of the lake. Here we have lunch - fish caught in the lake and delicious island fruit.*

<i>ITINERARY</i>
<i>9.00 Leave hotel for visit to Volcano and Lake (picture)</i>
<i>12.00 Visit typical island home for lunch (picture)</i>
<i>Don't forget to pick up your ticket at reception</i>

*Adapted from iT's magazine*