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Foreword

The airline industry and education may differ in terms of the length of their respective histories, but they are now showing clear similarities in how they adapt to the expectations of life in the knowledge society.

From the old times of pioneering flights across major oceans, the history of the airline industry has been marked by adaptability, dynamism and innovation.

The speed at which the industry can adapt to challenge is a key prerequisite for success.

In the airline industry, as in education, new necessities derive from broadening perspectives in a dynamic, increasingly integrated and convergent world. Using the new technologies, materials and tools in construction, maintenance, piloting and customer services has taken us forwards from the very beginning.

Innovation has always been the leading edge for achieving advancement. Sometimes this emerges slowly and has a subtle impact, and at other times it appears swiftly and challenges older operating approaches.

Aviation, training, education and other facets of our new societies are examining the ways in which innovation can lead to the integration of the best possible operating principles and outcomes. This is as relevant for the airline industry as it is for education.

In Air Nostrum, the concept of integration is core to our success. We have a dedicated programme to encourage and train employees to develop both technical and communicative skills, and CLIL has been used in our training courses for some years to aid this development.

The authors of this book first came up with the idea of a CLIL handbook whilst working on a film concept for the European Commission, on location at an Air Nostrum hangar. Now we are pleased to be associated with this book on CLIL methodologies and hope that you, the reader, will find this a useful tool in examining how integration and innovation can be developed in your work with the citizens of today and tomorrow.



Emilio Serratosa
Chairman, Air Nostrum

Introduction

This book is for the reader who wants a practical insight into how the learning of both content and a second language can be combined into a single educational experience.

It is for those who want to further their understanding of on-the-ground practice of Content and Language Integrated Learning (CLIL). They may be working with younger children at primary level or with older age groups in secondary or vocational schools. The reader may also be a parent, an administrator or a researcher interested in education.

We live in a time of innovation, and new ways of living and working. This often involves changing the way we do things. Across our societies we can see integration replacing fragmentation. This process is creating fusion between sectors that may have been quite separate in the past.

CLIL is one example of this process. It invites convergence between the learning of content and language. It enables educators to move away from fragmentation, whereby we handle subjects as separate areas.

We have known for a long time that teaching languages and other subjects separate from one another, in a vacuum, does not produce optimal outcomes. Both language and content teachers have already made important strides in revitalizing their teaching for this modern age within and even across their subjects. CLIL provides the opportunity to go a step further. It creates fusion between content and language across subjects and encourages independent and co-operative learning, while building common purpose and forums for lifelong development. This provides significant added value for language learning.

Fusion can be found throughout the world. The information and communication sectors are integrating technologies in direct response to social demand. Phones now provide photographic, navigational and a wide range of media features, alongside Internet access. Yet, they also remain true to the original purpose for which they were created.

Entertainment is following the same trend. *Cirque du Soleil* has emerged as a new fusion far removed from the traditional concept of a circus. It has synthesized circus styles from around the world, integrating acrobatics, dance and theatre; as well as new technologies; into one single scripted theme. Fusion has become a fact of life. The fusion in CLIL has emerged to help young people build integrated knowledge and skills for this increasingly integrated world.

The eight chapters in this book, *Uncovering CLIL*, quickly move from the initial *why do CLIL* and guide the reader towards the *how to do CLIL*.

Approaching CLIL describes the rise of CLIL in modern education and offers some practical models. **Getting ready for CLIL** takes the reader closer to the core features of CLIL methodology. This is then followed by **Starting CLIL in the classroom**, which translates CLIL methodology into practice at the primary, secondary and vocational levels. **Putting CLIL in motion** examines how to

provide language support in content learning, and content support in language learning. **Opening windows for personal achievement** describes how teachers and students can take greater control of the learning process and improve outcomes. **Making CLIL come alive** is about connectivity – connecting learners, and learning, to the wider world. **Cruising with CLIL** sums it all up: It takes the reader back to the bigger picture of CLIL, and describes how that bigger picture can positively influence classroom practice. The final chapter, **More tools**, provides additional materials for implementing CLIL.

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1 Approaching CLIL

This book explains content and language integrated learning (CLIL). It uncovers the pieces of the puzzle that make up the essence of CLIL.

In short, CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. For example, CLIL has involved Malaysian children learning maths and science in English. CLIL has been used for Norwegian students to do drama in German, Italian students to learn science in French, Japanese students to learn geography in English and Australians to learn maths in Chinese. The combinations of languages and subjects are almost limitless.

Pre-CLIL

The term CLIL (content and language integrated learning) was coined in 1994 in Europe. However, CLIL practice has a much longer history. The first known CLIL-type programme dates back some 5000 years to what is now modern-day Iraq. The Akkadians, who conquered the Sumerians, wanted to learn the local language. To this end, Sumerian was used as a medium of instruction to teach several subjects to the Akkadians, including theology, botany and zoology. If Sumerian instructors were true to the basic principles of CLIL, they supported the learning of Sumerian, as well as the learning of the content in theology, botany and zoology.

Another example from history of the use of a second language to teach content is the widespread use of Latin. For centuries, Latin was used as a language of instruction in European universities and became the primary language of law, medicine, theology, science and philosophy. Yet, despite having strong similarities with CLIL, the use of Latin cannot be considered, in the purest sense, an example of CLIL. Latin in academia left little room for the development of local languages. CLIL, by contrast, seeks to support second-language learning while also favouring first-language development.

In Europe, in more recent centuries, many people have understood the value of multilingualism. However, bilingual or multilingual education seemed, above all, a privilege belonging to the wealthy. The well-to-do hired governesses or tutors who spoke to their children in a foreign tongue with the express purpose of having them become fluent in another language. Some people sent their children abroad to study in private schools.

In other cases, geographic, demographic and economic realities have given rise to multilingual programmes. In 1965, a group of English-speaking parents living in the majority French-speaking Canadian province of Quebec had become worried that their children would be at a disadvantage later on in life if they did not achieve fluency in French. These English-speaking parents believed that standard second-language teaching would not lead to fluency in French, thus making it