



What is CLIL?

CLIL (Content and Language Integrated Learning) is very much alive and kicking in education. In fact, nowadays in primary, secondary, vocational and higher education all over the world, CLIL is hot. Secondary school Biology and History teachers, teachers of Car Mechanics, lecturers in Veterinary Science and primary school teachers teaching children about the environment are all starting to 'do' CLIL, i.e. to teach their subject through English. For these teachers, it means studying hard to improve their own level of English. It also means that they are starting to see themselves more as English teachers: they are learning about how English is learned and about how to apply this knowledge to teaching their own subject through English.

CLIL in ELT: a new role for English teachers

So, where does CLIL stand in English Language Teaching and what does this mean for English language teachers? In some countries, ELT is also becoming CLIL, as English teachers are already being asked to teach another subject, e.g. Biology, through English, or to teach part of the primary curriculum in English. Other English

teachers are expected to take on a new role, one which often involves more collaboration with subject colleagues to enable them to teach their subject through English.

Measure your 'CLIL' happiness!

What does being a CLIL teacher mean, then, for you, an English teacher? How happy are you, or would you be, in your new CLIL role? Score yourself using the happiness scale below!

Read the ten statements and decide if you agree with each one. Score three points if you agree. Score two points if you agree a little. Score one point if you do not agree at all.

Statement:	Score:
1 I teach content related to the topics in my subject colleagues' lessons.	
2 I teach towards internationally-recognised examinations, e.g. Cambridge ESOL exams or the International Baccalaureate.	
3 I teach my colleagues English, observe them and/or give them feedback on their English language skills, materials or tests.	
4 I plan lessons and team teach with my subject colleagues.	
5 I teach remedial lessons which focus on the language needed in subject lessons.	

6 I discuss with subject colleagues which language is being used in their lessons, e.g. the vocabulary or grammar in a reading text or DVD.	
7 I discuss English language methodology with my subject colleagues, e.g. how they can get their students speaking and writing authentically about content.	
8 I work with subject colleagues to develop cross-curricular projects and/or supporting lessons.	
9 I develop materials which help students to understand and use the language in their subject lessons.	
10 I help subject colleagues to give feedback to their students in English.	

If you scored 20 or more, then you are already well on your way to being a great CLIL teacher!

Further reading

For more information about collaboration in CLIL, see the section 'New roles: CLIL language teachers' in Dale, Liz and Tanner, Rosie (2012). *CLIL Activities*. Cambridge: Cambridge University Press.

Join in the discussion and share your score on the Cambridge English Teacher Forum [here](#).