

# The 4 Cs of CLIL

Clil is sometimes referred to as having 4 Cs as components: **content, communication, cognition**



**and culture.** The 4 Cs are strictly connected and integrated.

1) \_\_\_\_\_

The curricular subjects taught in Clil include art, citizenship, classics, design, technology, economics, environmental studies, geography, history, ICT (information and communication), literacy, maths, music, PE (physical education) , philosophy, politics, science.

Some CLIL programmes develop cross-curricular links among different subjects. For example, learners might study the history, geography and art of a particular area. This often happens in primary schools. In all CLIL contexts, we need to *analyse content for its language demands* and to *present content in an understandable way*.

2) \_\_\_\_\_

Learners have to *produce subject language in both oral and written forms*. We therefore need to encourage learners to participate in meaningful *interaction* in the classroom. CLIL aims to increase **STT** (student talking time) and reduce **TTT** (teacher talking time). We should also encourage self-evaluation and peer and group feedback. When learners produce the target language while studying the curricular subjects, they show that subject knowledge and language skills are integrated. 'By using the language for learning content, communication becomes meaningful because language is a tool for communication, not an end to itself'. (Perez-Vidal, 2009).

3) \_\_\_\_\_

CLIL promotes *cognitive or thinking skills* which challenge learners. We need to develop learners' cognitive skills so they can study subjects from the curriculum. These skills include reasoning, creative thinking and evaluating. ' Good CLIL practice is driven by cognition' (Mehisto, Marsh, Frigols, 2008). We also need to analyse thinking processes for their language demands and to teach learners the language they need to express their thoughts and ideas.

4) \_\_\_\_\_

The role of culture, understanding ourselves and other cultures, is an important part of CLIL. ' Culture is at core of CLIL' (Coyle, 2007). Learners sometimes need to communicate in a non-native language with new arrivals who may have different home languages as well as different social and cultural backgrounds. Learners need knowledge of those who live in other regions or countries. CLIL gives us opportunities to introduce a *wide range of cultural contexts*. We want to develop learners who have positive attitudes and who become aware of the responsibilities of global as well as local citizenship. Inside the classroom, we should value different home languages. Beyond the classroom, we can make links with partnership schools and make use of the Internet to communicate with learners across the world about, for example, local environmental projects.

**Activity : Match the headings with the key point**

critical thinking , language/interaction, awareness, knowledge

Content → .....

Communication → .....

Cognition → .....

Culture → .....