

WHY FLAME?

FLAME supports the combining of language learning with the learning of other school subjects. This approach is used in schools across the world and is increasingly popular in European countries.

Experience in UK primary and secondary schools, as well as wider research, has shown that students enjoy learning in this way and are more likely to become fluent and confident language users. Importantly, the results achieved show that students do as well or even better in the non-language subject than they would if learning it in the normal way.

FLAME has been set up by the Association for Language Learning to help more schools to adopt this way of teaching and to raise awareness of its benefits. We provide support, training and advice and a forum for sharing ideas and resources.

Successful language learning can be achieved when people have the opportunity to receive instruction and at the same time experience real-life situations in which they can acquire the language.

www.clilcompendium.com

One size does not fit all – there is no one model for CLIL.

Coyle, Hood and Marsh, 2010

WHAT IS CLIL?

Content & Language Integrated Learning.

If you work in Bilingual Education; if you're a subject teacher working through the medium of a foreign language, or a language teacher bringing in content into your lesson, you work within the area of Content and Language Integrated Learning.

www.onestopenglish.com

CLIL refers to any dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content.

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It provides exposure to the language without requiring extra time in the curriculum.

European Commission

Achieving this twofold aim calls for the development of a special approach to teaching in that the non-language subject is not taught in a foreign language but with and through a foreign language.

CLIL at school in Europe, Eurydice, 2006





CLIL is not confined to higher-achieving students. It is not an approach for the elite. It fits in perfectly with a mixed-ability philosophy.

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What CLIL can offer to youngsters of any age, is a more natural situation for language development which builds on other forms of learning. This natural use of language can boost a youngster's motivation and hunger towards learning languages. It is this naturalness which appears to be one of the major platforms for CLIL's importance and success in relation to both language and other subject learning.

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CLIL provides pathways to learning which complement insights now emerging from interdisciplinary research within the neurosciences and education.

Coyle, Hood and Marsh, 2010

The language classroom is essential for the learner to understand the 'nuts and bolts' of language - the architectural plans. But there is rarely enough time in the classroom for the language teacher to go beyond this essential part of the learning process. Learners need time to build things with the nuts and bolts - to build the house which they see in theory on paper.

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Using the Language to Learn – Learning to Use the Language

Coyle, Hood and Marsh, 2010

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To join the FLAME discussion list go to www.jiscmail.ac.uk/ALL-FLAME

