

## CLIL IN THE CLASSROOM

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**Annotation.** Global English language education is expanding rapidly. As a result, many approaches and strategies have been developed to improve the way to teach and learn languages.

**Key words:** cultural awareness, multilingual policy, multilingual education, globalization, academic knowledge, bilingual, target language, academic content.

**Basic concepts:** The purpose of this paper is to provide a brief literature review on a method that gaining popularity lately which is Content and Language Integrated Learning (CLIL). CLIL is a method of teaching a language by integrating non-language contents into the language lessons. The non-language content can be anything ranging from science, social science to literature. Moreover, CLIL can be implemented from elementary school to the university level. CLIL has been proven to be effective for students to learn a new language. At the same time, it helps to develop other skills such as cognitive, cultural awareness, and general academic knowledge. The literature also pointed out several barriers to broadly implementing the CLIL method which are lack of qualified teachers and relevant resources. As a result, it is recommended that school administrators and policymakers should focus on teachers and resources development.

Content and language integrated learning (CLIL) emerged in the mid-1990s as a product of a European multilingual policy with the original aim of enabling each citizen to use three European languages (L1+ 2 objective) (Council of Europe, 2007). The policy was driven by the necessity to promote economic advances, cooperation within the European Union (EU), and the EU readjustment to migration flows and globalization (Ruiz de Zarobe, 2017). However, the contemporary practice of integrating content and language learning dates back to bilingual and immersion programmers in the 1960s and 1970s in Canada (Eurydice, 2006; Spanos, 1989) as well as European settings such as the Netherlands, Finland, or Sweden which have usually favored multilingual education (Hanesová, 2015).

CLIL stands for Content and Language Integrated Learning. It is an educational approach that integrates language learning with the learning of content or subject matter. In a CLIL classroom, students are taught academic content in a target language, usually a second or foreign language, while simultaneously developing their language skills.

The main goal of CLIL is to provide students with opportunities to learn both the subject matter and the target language in a meaningful and context-rich environment. This approach helps students develop their language proficiency in real-life situations and allows them to apply their language skills in authentic contexts.

CLIL aims to promote language learning by making it a tool for acquiring knowledge and understanding complex concepts in different academic disciplines. It also helps students develop 21st-century skills such as critical thinking, problem-

solving, and communication, as they engage with content in a language that is not their first language.

CLIL can be implemented in various educational settings, from primary schools to universities, and across different subject areas. It offers a way to enhance students' language skills while also deepening their understanding of academic topics, making learning more engaging and meaningful.

Overall, CLIL is an innovative approach to language education that focuses on integrating language learning with content learning, providing students with a holistic and enriching educational experience.

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