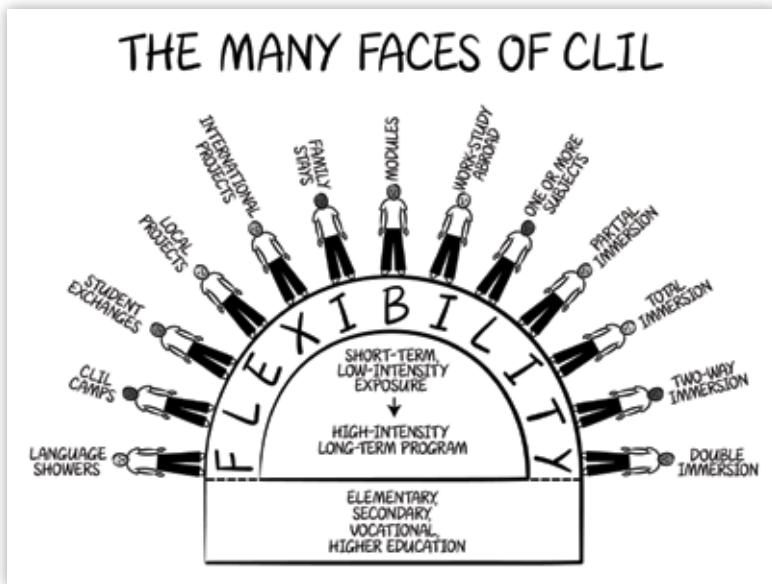


## The many faces of CLIL

CLIL is an umbrella term covering a dozen or more educational approaches (eg immersion, bilingual education, multilingual education, language showers and enriched language programmes). What is new about CLIL is that it synthesizes and provides a flexible way of applying the knowledge learned from these various approaches. The flexibility of the approach is, above all, evident in the amount of time devoted to teaching or learning through the second language. CLIL allows for low- to high-intensity exposure to teaching/learning through a second language. The approach can also be used for short-term high-intensity exposure (see figure below).



## Language showers

### Description

Language showers are primarily intended for students aged between six and ten years old, who receive between 30 minutes and one hour of exposure per day. This includes the use of games, songs, many visuals, realia, handling of objects and movement. Teachers usually speak almost entirely in the CLIL language. Routines are developed and considerable repetition is used so students know what to expect. This creates a sense of security, lowers anxiety and boosts learning.

### Goals

- Language showers aim to help students to:
- be aware of the existence of different languages;
  - develop a positive attitude towards language learning;
  - be prepared for language learning.

### Suggested activities

Teachers focus on routine activities with which the students become comfortable. They set the stage by telling students what to expect and then switch to the CLIL language, for example:

- to manage snacktime or lunchtime. Instructions are given in the CLIL language, vocabulary for foods is learned and students answer questions about what they are eating. The teacher says: 'Mmm, apples. Shelly has an apple. Who else has an apple? What is that Paul? Yes, very good. That's right, it's an apple. What colour is the apple, red or green? Is it red like Igor's shirt or green like Chantal's skirt?' Simultaneously pointing to Igor's red shirt and Chantal's green skirt will facilitate comprehension.
- to help students get dressed for breaks or for going home. Articles of clothing can be put on in various sequences while the students repeat the new words. Considerable gesturing/pointing is used to help students associate the object with its name in the CLIL language. The teacher may say: 'What shall we put on first? Our gloves? Our hats? Our coats? Our boots? What colour is Vadim's hat? What colour is Penny's scarf? Today, let's put on our gloves first. Now let's put on our coats and try to button them. Is that difficult?' (Said with a grimacing face.) 'Is that easy?' (Said with a smiling face.) Students answer with one word or in short phrases using the CLIL language.
- singing songs that include considerable movement and that help teach vocabulary (eg the Shimmy Shimmy Shake, also known as the Hokey Cokey: I put my left hand in, my left hand out, my left hand in and I shake it all about ...). Using actions together with new vocabulary helps students to learn and more easily recall vocabulary. Also, words in songs are more easily retained than lists of words.