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Do Coyle, Philip Hood and David Marsh

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Preface

This book is intended for readers who not only want to widen their understanding of Content and Language Integrated Learning (CLIL), but also wish to engage with pedagogic issues, including strategies and techniques for introducing and developing the approach in classrooms and other learning environments. Subject and language teachers across sectors and age groups, teacher trainers, administrators and researchers will all find information on CLIL which supports both awareness raising and building on practice as well as providing access to very specific forms of knowledge and insight.

As authors, we have been involved with CLIL since its emergence as a concept in the early 1990s. From then on, each of us has been involved with different aspects of CLIL practice, including teaching, teacher training, transnational research, programme review, development of pedagogies and materials. After some 20 years of being at the cutting edge of this innovation in education, we have come together to produce *CLIL: Content and Language Integrated Learning*, the first publication which investigates the theories and practices of CLIL pedagogies in an in-depth way, whilst raising ‘big’ questions – and at times awkward and difficult ones – for key stakeholders.

Our aim has been to show *why* CLIL continues to establish itself as excellent educational practice, and *how* it can be introduced and developed across very different types of schools and classrooms. Innovation is often messy, because it involves complex processes. If a single blueprint for CLIL were feasible, then plenty of step-by-step guides would have been available years ago. However, the complexities of CLIL, and particularly the importance of the context in which it is situated, demand an understanding of the *why* and *how*. We know that CLIL must take account of local and regional needs as well as national and transnational exigencies which evolve from more generalizable rigorous principles. There has been a steep learning curve for those involved, including ourselves. However, we are now at a stage where it is possible to step back, look at the CLIL approaches which have taken root and flourished, and describe these for those readers who want to see the bigger picture and become part of it.

Innovation means changing the *status quo*. The chapters in this book confront the concerns and downsides which teachers and other decision makers and practitioners face when trying to bring about change in the curriculum. CLIL is not simply another step in language teaching, or a new development in content-subject methodology. We see CLIL as a fusion of subject didactics, leading to an innovation which has emerged as education for modern times. Yet, for CLIL to lead to high-quality learning, a sometimes major rethink of

how we teach what we teach is often needed. This book offers a realistic picture of what is involved, along with proven tools for achieving success.

The book can be divided into three broad sections: the background to CLIL, classroom practice, and ways of sustaining and critically evaluating CLIL. In the first section, **Chapters 1 and 2** provide background to the CLIL ‘movement’ and explore different curricular models and variations of CLIL involving primary, secondary, tertiary and vocational contexts. Readers are provided with an overview of how CLIL currently operates across different sectors, in order to set the scene for the remainder of the book.

The next and largest section focuses on classroom practice. The chapters provide theories, principles, ideas, practical suggestions and arguments to inspire readers to reflect, debate and discuss their own practice and that of others and to continue pedagogic dialogue – as we say throughout the book, there are no ‘easy’ answers, but there are plenty of avenues to explore. **Chapter 3** lays the theoretical foundation for classroom pedagogies and introduces accessible perspectives on the planning and implementation of CLIL. **Chapter 4** provides practical examples for translating this theory into practice through the CLIL Teacher’s Tool Kit. The Tool Kit grew out of work with groups of practitioners in the 1990s and has been evolving ever since, making it a tried and tested teacher resource for use at every stage of a school’s CLIL development. Further materials are given in the appendix to this chapter. **Chapter 5** addresses the problem of the lack of available teaching materials by exploring principles for specific materials design and adaptation of existing resources. The complex issue of assessment is addressed in **Chapter 6**, in which arguments for a range of assessment approaches are illustrated with classroom examples, based on ideas and practice from teachers.

The final section returns to a broader view of CLIL which focuses on its sustainability and future development. **Chapter 7** suggests ways of reflecting on CLIL programmes and evaluating their impact systematically – a crucial stage in sustaining CLIL and ensuring high-quality experiences for learners. Finally, **Chapter 8** looks to the future in terms of social, cultural and economic developments, and positions CLIL as having the potential to play a major role within educational systems across the globe.