CLIL AND DIGITAL NATIVES

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ABSTRACT

CLIL is an abbreviation for Content and Language Integrated Learning. It is a way of teaching where subject content, e.g. history, geography, physics, etc. are taught in another language (often English). Through the years, language teachers become aware of the possibility of integrating language and different subjects need to support learning in the language courses. So, as a CLIL subject teacher you interweave language into your lessons and as a CLIL language teacher, you interweave the subject into your language lessons. CLIL encourages greater collaboration among subject teachers as well as between subject and language teachers.

On the one hand, most of our learners nowadays are "digital natives". They were born or brought up during the age of digital technology and so familiar with computers and the Internet from an early age, and therefore technology tools are an innate part of their learning process. As it is known technology is everywhere. So depending upon technological development we have to plan, organize and design our courses taking into consideration the role of technology in teaching and learning process. The aim of this paper is to introduce a suggested lesson plan for language teachers who will use CLIL methodology within their language courses. Therefore, taking into consideration the "learning model for English 9th and 12th grades" proposed by the Ministry of National Education (2014), how we can design our language courses at high schools for digital natives and how we can integrate technology into lessons as an interdisciplinary study will be explained.

Key Words: CLIL, digital native, content, language teaching

1. INTRODUCTION

CLIL stands for Content and Language Integrated Learning. The term CLIL was first coined by Marsh in 1994. He stated that "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language." A different type of observation on CLIL was given by Graddol (2006). He urged that CLIL is "...an approach to bilingual education in which both curriculum content (such as science or geography) and English are taught together. It differs from simple English-medium education in that the learner is not necessarily expected to have the English proficiency required to cope with the subject before beginning study" (p.86).
The idea is to teach both the subject and the language, and is captured in the phrase "using language to learn, learning to use language". It refers to teaching subjects such as science, history, mathematics, physics, arts, and geography to students through a foreign or a second language. This can be by the English teacher using "cross-curricular content" or the subject teacher using "English as the language of instruction" (Rubio & Cones, 2012). CLIL encourages the use of curricula which promote the right interpersonal skills, cultural sensitivity and communication and language abilities. Both methods result in the simultaneous learning of content and English.

CLIL contributors (A. Maljers, D. Marsh, D. Coyle, A. K. Hartiala, B. Marsland, C. Pérez-Vidal and D. Wolff (2002)), informed by a research-driven project with support from the Directorate-General for Education and Culture of the European Commission. They identified several important dimensions which relate to basic principles of this educational approach. These five important dimensions are cultural, environmental, language, content and learning. Each of these dimensions may be considered in relation to the students’ degree of contact with CLIL in their courses. Marsh (2002) claims that CLIL enables students to learn how to learn and to learn as they use as they learn. That’s to say, learn today and use years long.

CLIL teaching has been practiced for many years. Even if most of the language teachers are unaware of CLIL, they may have been using it for years unconsciously. CLIL is a bit similar to content-based instruction. It’s an approach for learning content through an additional language (foreign or second), thus teaching both the subject and the language. In order to be successful, learners need to know two different languages. These are "content-obligatory" and "content-compatible" languages. It must be kept in mind that each subject has its own language that is known as "content-obligatory language". This is the subject-specific vocabulary, grammatical structures and functional expressions learners need to learn about a curricular subject, communicate a subject knowledge, take part in interactive classroom tasks (Cambridge English, 2010:4). Content-compatible language, on the other hand, is the non-specific language that learners may have learned and practiced in their English lessons. They can use this language in CLIL classes not only to communicate but also to be fully aware of the curricular subject.

Pinkley (2007) emphasizes that teachers from subject-area backgrounds and teachers from language backgrounds face different challenges in the CLIL classrooms. In the typical subject-area classroom, teachers are responsible for covering a large quantity of facts and information required by the school curriculum. She also states another challenge for CLIL teachers. Subject-area teachers are confident in their knowledge, but they may feel their own English language skills aren't sufficiently developed to teach in the language. Language teachers understand how students learn a foreign or second language, have realistic expectations about the length of time and the amount of practice needed, and draw on a repertoire of activities that encourage interaction. But they may lack confidence, however, in their command of content areas such as history, science, geography, chemistry, etc. and how to teach them. Clearly, for best results, both sets of teachers will benefit from rethinking their usual practices to some degree and work collaboratively in order to adjust to the specific requirements of the CLIL classroom (Pinkley, 2007:4).

On the other hand, Asikainen et. al (2010) reported that "we are entering an age where the added value of learning languages, linked with the development of inter-related electronic literacies, is becoming profoundly important" (p.4). This explanation gives an idea about many
factors such as motivational and social bases of learning, dynamics of lifelong learning and also potential of e-learning will become important in language learning since today’s students are totally different from those of the past. They have different needs, purposes, and expectations. Prensky (2001) defines those learners as “digital natives” (p.1). They generally spend most of their lives surrounded by and using computers, videogames, mp3 players, video cams, mobile phones, and all the other tools of the digital age. So, they want to learn through Wikipedia, YouTube, blogs, social networking, etc. As teachers we should take into consideration that for this new generation learning through technology and technological devices may be fun. So, we have to be acquainted with this technological life to answer their learning preferences and expectations.

International Telecommunication Union (2014) defines “digital natives” as young people born during the digital age and growing up using Information and Communication Technologies (ICT). As Prensky (2001) stated “our students have changed radically. Today’s students are no longer the people our educational system was designed to teach” (p.1). The literature may refer to different dates as to the beginning year of digital native individuals. Yet, today’s individuals who were born in 1980s and have been raised with digital culture are recognized as digital natives (Prensky, 2001; Helsper and Eynon, 2010; Margaryan et al, 2011; Oh and Reeves, 2014). That’s to say, students want to be digital and active learners. The students and our classrooms are changing rapidly as a result of technology and students do not want an education that does not immediately address the real world which they live in. If this technology, especially the digital one, is used properly, it can help make our students’ learning real, engaging and useful for their future.

9th-12th Grades English Curriculum

The main goal of 9th-12th Grades English Curriculum proposed by the Ministry of National Education (2014) is to enable language learners in stimulating, motivating, and enjoyable learning environments so that they become effective, fluent, and accurate communicators in English (ii). Therefore, the use of technology and blended learning (CALL/MALL) in English classes have been recommended. Rationale behind this curriculum (2014) is that students are expected to: improve communicative competence, address functions and at all four skills of English in an integrated way, teach English through interrelated themes, foster autonomous learners, promote blended learning (CALL/MALL), be aware of experiential learning, encourage the integration of technology in all aspects of English teaching/learning and interrelate the curriculum with interesting and engaging (CLIL) activities which give students information about literature, history, geography, science, technology, and art.

Among the suggested materials proposed by the Ministry of National Education (MoNE), virtual environments, e-mails, wikis, podcasts, online - offline pictures/newspapers/magazines, blogs, etc. have been seen as the technology based materials. The reason why MoNE suggests those materials for 9th and 12th grades of English learners may make learners integrate with technology while dealing with their courses to practice English interactively in the e-learning environment and have opportunities to practice English with real life materials. Language teachers should guide their students to use technology and technological devices to become productive, autonomous, innovative individuals and effective communicators of English in the global world.
9th-12th grades English curriculum has been designed in accordance with the descriptors of the Common European Framework of Reference for Languages (CEFR). The format of the materials is a combination of printed and multimedia. It is designed to promote experiential learning and integration of technology is the integral part of this curriculum. With this curriculum, students are generally exposed to task-based and Project-based activities throughout the theme-based units. Some examples of these units are "people and society", "personality and character", "nature and environment", "tourism", "science and technology", "history", "jobs" and "art" which activate the use of the CLIL methodology.

Without the support and commitment of language teachers, teaching methods, materials, and lessons can not be productive and continuous. Therefore, it is important for teachers to familiarize themselves with the essential principles of this curriculum, reflect on the rationale behind these principles, support these principles with appropriate teaching techniques, technology and the requirements of CLIL so that learners can become effective individuals in their own learning.

2. METHOD

Coyle (1999) stated 4C's of CLIL for planning lessons. These are important for teachers' inclusion: 1) content – understanding related to specific curriculum targets 2) communication – students’ use of language for content 3) cognition – to develop students’ thinking skills and 4) culture – deepening awareness of otherness and self (Coyle, Hood & Marsh, 2010: 41). On the other hand, Darn (2006) outlined a four stage framework for CLIL lessons: 1) processing the text – the use of text with visuals, structure, discourse markers, titles, subtitles, etc. 2) identification and of organization of knowledge – the use of brainstorming, graphic organizers 3) language identification – the use of language features: subject-specific and nonsubject-specific language 4) tasks for students – the use of different tasks.

Taking into consideration these suggested frameworks for planning and organizing CLIL in lessons, we combined and included all the ideas into a suggested sample lesson for High School students. For this suggested sample lesson, Unit 4 “Tourism” in B2.2 coursebook, Yes You Can (2014) was selected. The level of the coursebook is Upper-intermediate and it is for teenagers and young adults. This book has an interactive smartboard application as well. The reason for choosing this unit is that tourism will be an interesting and motivating topic for those group of learners because it is generally believed that tourism, holiday, traveling and visiting new places have always increased the curiosity of the people. The aim of the this unit is to make students will be able to use different strategies including listening for main point, checking comprehension by using contextual clues etc.; read reviews dealing with the content and the cultural topics and summarize the main points; understand articles and reports on current problems in which the writers express specific attitudes and points of view; take an active part in discussion in familiar context about tourism; interpret and evaluate information on tourism and write formal /personal letters highlighting the personal significance of events and experiences. Allocated teaching time is eight class hours a week (4+4+4). Each lesson is 40 minutes.
Vocabulary of this unit is categorized under content obligatory language such as **cliff jumping**, **rock climbing**, **bungee jumping**, **hang-gliding**, **bungalow**, **spa**, **natural spring**, **hiking**, **safari**, **cave exploring**, **rafting**, etc. and content compatible language such as **come up against**, **turn back**, **attract**, **appeal**, **check in**, **check out**, **go through**, **preserve**, **dream of**, **take on**, **dim**, etc.

**Suggested lesson plan for classroom application**

Appropriate activities for CLIL lessons generally include the listening and speaking tasks. The reason for why listening and speaking activities have been preferred is related to the one of four basic components of CLIL: communication. Marsh, Maljers and Hartiala (2001) explain the role language dimension of CLIL as allowing students to improve overall target language competence and develop oral communication skills. Some examples for listening are **“listen and label”**, **“listen and fill in”**, **“listen and identify”**, **“listen and follow instructions”**, **“listen and take notes”**, etc. Speaking activities may be **“present information from a visual”**, **“debates”**, **“information gap”**, **“class surveys”**, etc. In addition to listening and speaking tasks, students are also given opportunities to deal with meaningful reading and writing activities to improve their thinking and learning process. These activities are about content in the target language such as **“clustering in context”**, **“expository paragraphs”**, **“graphic organizers”**, **“jigsaw”**, **“reading-thinking”**, **“sequencing”**, etc.

In order to apply the use of technological devices such as computer, mobile phones or tablets students should have some of these devices and are expected to be good at not only using these devices but also using internet. And also school administrations should also provide necessary opportunities (computers and internet connection) for teachers and students.

**First week**

It is beneficial to start a lesson by finding out what students already know about the topic. The other considerations of an effective lesson may be categorized as: input and output, wait time, collaborative tasks, cognitive challenge, and developing thinking skills (Cambridge English, 2010).

1. The first day of the week starts with some pre-questions. Students work in pairs and answer the following questions. Then share their answers. The aim of this activity is to prepare them for the lesson and topic and to try to increase their curiosity for the lesson.
   a. Did you go on a holiday last summer?
   b. What type of holiday was it?
   c. Where were you?
   d. Where did you stay?
   e. Would you recommend it to your friends?

2. After students finish their discussion and sharing their answers, this time they either work individually or in pairs again, then they fill in the first three columns (K, W and H) of the Graphic Organizer using their predictions/guesses. The aim of this activity is to check their expectations about the topic.
3. **Pre-listening:** Before starting the listening section, students are asked to visit the following websites to learn more about different types of holidays. These websites will give them sufficient information. This activity may be done before the class meet in order to save time. If students come into class with the necessary information, they may have much more time for discussion.

http://www.tribes.co.uk/holiday-types  
http://www.macmillandictionary.com/thesaurus-category/british/types-of-holiday  
http://www.virginholidays.co.uk/holiday-types  
http://www.theultimatetravelcompany.co.uk/holiday-types/

4. **Discussion activity**

1. Which type of holidays would you prefer?
2. Rank the given phrases from the most to the least you would like to do and explain your choices to your partner;  
   a. Go scuba diving/ hiking/ kayaking/ rafting  
   b. Buy handmade souvenirs  
   c. Try local cuisine  
   d. Walk along or sunbathe on sandy beaches  
   e. Visit galleries/ museums/ ancient castles/ historical sites  
   f. Do some sightseeing

5. **Look at the photos and tell:** Whether the holiday types are for you or not; which you would like to visit. Why?
6. Vocabulary study: Students will visit the following websites to learn and practice some vocabulary to describe different types of holiday. This activity will be done either individually or in pairs. Again it may be beneficial and timesaving if it is done before the class. The aim of this activity is to make students be aware of subject specific and nonsubject specific language.

http://www.macmillandictionary.com/thesaurus-category/british/types-of-holiday
http://www.flo-joe.co.uk/preliminaryenglish/vocabulary/types-of-holiday.htm
http://www.teachenglish4u.com/CO4_U2/CO4_U2_1.htm

7. Listen to the radio program and find out who goes where. With this activity students listen to a previously recorded radio script. The aim of this activity is make students understand some specific information. If they need, they may take notes.

8. Listen again and answer the questions. This is for second listening. This activity can be done as a post listening activity if the aim is to check their comprehension.
   1. What activities will have Andy done by the end of his holiday?
   2. What was the reason choosing an adventure holiday to Canada?
   3. What type of holiday is Susan crazy about?

9. Talk about the most adventurous holiday you have ever had:
   * when you went
   * who you went with
   * where you went
   * what made it adventurous

   Here, we expect from the students to talk as much as possible using the content obligatory and content compatible languages.

**Second week**

1. **Pre-reading:** Before reading, students firstly will visit one or more of the following websites to do an Internet search for adventure holidays within an allocated time. They will learn about these holidays and provided facilities. This activity is recommended for pairs or groups to save time.
2. Time to read: This activity is designed as a pre-reading activity. Before reading, students will read the questions below and answer them. The aim is to prepare students to the text and increase their curiosity.
   a. What are the differences between a typical and adventurous holiday?
   b. Have you ever been on a safari? Would you like to go on one? Why?
   c. If you could go on an adventurous holiday with a famous person (living or dead) where and who would you go with? Why?

3. Look at the photos and guess what the texts are about. Here students are expected to reflect their opinions using their predictions and guesses. Whether their answers are true or false will not important.

4. Read the texts and check your answers. Now it's time to read. This section is required for students reading the text using bottom up strategies since the comprehension of the text will be important for checking their answers. Students will be given required time for reading these two texts taken from the coursebook.

**DEEP BLUE SEA**
Hi, I'm John and I'm twenty nine years old. I like adventure very much and do not miss any chance to go on adventurous holidays. My job is stressful so I wanted to do something that would let me forget all about it. At that time, while I was surfing on the net I won a prize at a contest. It was a scuba-diving holiday on Australia's Great Barrier Reef. Even though I had no diving experience, I had gone on my holiday. Yesterday, I turned back from my ten – day-holiday. We travelled around by bus and a small plane and on boats. It was so noisy, lively and busy. It was amazing to swim with hundreds of different types of fish and see sharks just half a meter from me. I'd also see lots of marine life whales and dolphins. I told nobody that I didn't know how to dive. I went all the diving places with them but never tried. However, on the last day of my holiday I wanted to dive. I wore a lot of equipment, which was heavy. I hadn't known to practice in shallow water before I tried deeper water. The waves were really high and the territory was really dangerous for an inexperienced diver. I dived but crashed my legs to the
rocks. I lost my consciousness. I was lucky because there were experienced divers to take me up to the boat and brought me to the hospital. Fortunately, I only broke my leg. It had definitely been a horrifying experience and I was lucky to be alive in the end. Despite these problems, I still hope for going on another adventurous holiday.

DREAM DESTINATION
Hello, I'm Tom. I've always wanted to go somewhere exotic. Africa was my dream destination. I wanted to learn about wildlife. In addition, I'd probably meet interesting people. What's more, it would be a unique experience as many parts of the jungle are completely uninhabited. Although it was wild and dangerous place with poisonous animals, it would be a fascinating experience. As a result, I decided to go on a week's safari holiday in Africa. Before coming here, I was offered the chance to encounter a wide range of wildlife and a great deal more. I was invited to live the safari experience. I would have seen lots of animals and watched snakes up close but never been in danger. I was quite excited about it whereas I stayed only two days and could you believe that a holiday I had been dreaming of turned out to be disappointing? The travel agent said that our hotel would be perfect in the centre of the town. On the contrary, it was an old rundown building and we were miles from anywhere. When I opened the door to my room, I couldn't believe my eyes. There was no bed, just a carpet on the dirty floor. There was no hot water in the bathroom and my room was crawling with cockroaches. What's more, I couldn't see any animals I had been dreaming of. Like me, all of the safari holidaymakers complained about them but never saw anybody to deal with our complaints. We were all tired, hungry and still in shock. In fact, none of the promises in their advertisement was true. We decided to go back our homes without any satisfaction. As our jeep rolled across the vast desert, I looked back with a deep sigh of relief and said 'I'm so glad it's all over'. I thought that would have been a great holiday for all of us but it had definitely been a dreadful experience and I was lucky to be alive in the end.

http://dictionary.cambridge.org/
http://www.oxforddictionaries.com/
http://www.collinsdictionary.com/dictionary/english
http://www.macmillandictionary.com/
http://www.merriam-webster.com/
http://www.ldoceonline.com/

5. This activity requires the use of Internet. Students first will read the texts again and match the phrases with their meanings as far as they can do. Then, they will check their answers using the dictionary websites given above. This may be done in pairs.

1. turn back a. to take action to achieve something to solve a problem
2. turn out b. to return in the direction you have come from
3. be crawling with sth. c. to happen or to have a particular result, especially an unexpected one
4. dream about/of d. to think about something that you want very much
5. deal with sth. e. to be completely covered with or full of a particular type of thing

6. Read again and answer the questions. This activity may be done as a while reading activity and students are asked to read the text for finding the answers of the following questions. It is also recommended as a post reading activity.
1. What was John's reason to choose a scuba-diving holiday in Australia?
2. Which transportations did they travel by?
3. What happened to John?
4. Where did Tom go on his holiday?
5. What had he been dreaming of? What was the problem?

7. Work in pairs and talk about the common points of these adventurous holidays. This activity will help students express their own opinions. Here, they are expected to use content obligatory and content compatible language.

8. This is a guided writing activity. Students will imagine that they were Tom and John. They will write a formal letter of complaint about the holiday they had experienced to the tour agent considering:
   a. Exact place of holiday
   b. Exact dates of holiday
   c. Complaints (describe what happened in detail)
   d. Action expected to be taken

Third week

1. Pre-listening: First of all, students will visit the following websites to gather information about unusual hotels in all over the world. Then they will work with their partner and discuss the following questions.
   1. Do you know any type of unusual hotels? If yes, what sort of hotels are they?
   2. What do you know about unusual hotel?

   http://www.hostelbookers.com/featured/unusual-hotels/
   http://www.unusualhotelsoftheworld.com/
   http://www.theguardian.com/travel/gallery/2013/feb/22/worlds-most-unusual-hotels-in-pictures
   http://sectordefinition.com/the-most-unusual-hotels-in-the-world/
   http://www.quertime.com/article/18-most-unbelievable-weird-and-unique-hotels-that-will-blow-your-mind/

2. Look at the pictures below and answer the questions:
   a. Which type of hotels would you prefer to stay? Why?
   b. What do you like or dislike about the hotels?
3. Listen to the interview and: Students will listen to three different interviews from the website http://www.eslfast.com/robot/topics/travel/travel05.htm and compare and contrast the similarities and differences of booking at a hotel and decide where they should stay.

4. Listen and discuss: Students will listen and watch two videos at https://www.youtube.com/watch?v=A5MXfq9rtm4&list=PLwh2W4PrDw11Ltb_gtauPme0qhnCwyl and https://www.youtube.com/watch?v=W-V0sdbQA-M. They will work in pairs and discuss:
   a. travel experiences of people
   b. making room reservations

5. Matching the words with their meanings: Students will work with their partner(s) and match the words with their meanings. Then they will check their answers using one of the following websites:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>spa</td>
<td>a. protect</td>
</tr>
<tr>
<td>preserve</td>
<td>b. cave</td>
</tr>
<tr>
<td>carve</td>
<td>c. not bright</td>
</tr>
<tr>
<td>dim</td>
<td>d. natural spring</td>
</tr>
<tr>
<td>cavern</td>
<td>e. shape something out of stone</td>
</tr>
<tr>
<td>damp</td>
<td>f. enormous, huge</td>
</tr>
<tr>
<td>vast</td>
<td>g. moist, moisture</td>
</tr>
</tbody>
</table>

   http://dictionary.cambridge.org/
   http://www.oxforddictionaries.com/
   http://www.collinsdictionary.com/dictionary/english
   http://www.macmillandictionary.com/
   http://www.merriam-webster.com/
   http://www.ldoceonline.com/

6. Students will watch the videos in the following links, and then by working with their partner(s) they will fill in the table.

   https://www.youtube.com/watch?v=NYDdk1KOKml
   https://www.youtube.com/watch?v=xmztt4GjNmg
   https://www.youtube.com/watch?v=2mzntq8kJMy1w

<table>
<thead>
<tr>
<th>HOTELS</th>
<th>GOOD THINGS</th>
<th>BAD THINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAVE HOTEL</td>
<td></td>
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</tbody>
</table>
7. Project 1: Students will describe their dream hotel. They will write an e-mail to one of their friends about this hotel and state both advantages and disadvantages of staying in that hotel.

8. Project 2: Students will prepare a travel brochure about their city. They can make use of the following websites to learn how to prepare a brochure:

   http://www.ehow.com/how_4828651_brochure-school-project.html
   www.ecb.co.il/GetResource.aspx?pageID...TravelBrochure
   http://www.wikihow.com/Mak...Travel-Brochure
   https://www.youtube.com/watch?v=9x5xFqLPrKQ

9. Graphic Organizer: As a last activity and to check their comprehension, students will fill in the last column of KWHL Chart. This chart will provide them an opportunity to evaluate themselves.

   Name: ..............................................................
   Number: ..............................................................

<table>
<thead>
<tr>
<th>K (What do I KNOW?)</th>
<th>W (What do I WANT to know?)</th>
<th>H (HOW do I find out?)</th>
<th>L (What have I LEARNED?)</th>
</tr>
</thead>
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<td></td>
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3. CONCLUSION

It is obvious that a new language teaching era has started. In this era, students deeply and permanently technologically enhanced. They always want to be connected to their fellows and the world in ways no generation has ever been before. Today's students want to learn differently than in the past. They want an education which is not just relevant, but real. They want their teachers to give them lectures. They want to work with their classmates on group works, projects and tasks. Language teaching should go hand in hand with technology. Therefore, CLIL will be an alternative and complementary approach against traditional language teaching methods and approaches. In CLIL applied classrooms students can improve their linguistic proficiency and development. They become highly motivated learners being aware of their different abilities.
Through content-rich instruction and the application of the principles of CLIL into English lessons, students can learn how to use language effectively and meaningfully. The target language, English, is a vehicle to expand and display their knowledge of curricular content. CLIL encourages students to activate their prior knowledge what they already know about the specific content. Students may find a chance to brainstorm about a new topic. Another important merit of CLIL for the students is the information which is being presented by the teacher in the class. Students are exposed to unlimited input-verbal and nonverbal- and they are expected to give reasonable and logical output.

Collaborative tasks are the other beneficial sides of CLIL integrated lessons. Tasks may be either at word level or at sentence level. Students can do this either digitally or face-to-face. In CLIL, students have a chance to think critically and communicate not only the everyday language but also the academic language. This process makes students cognitively challenging. In addition, providing an effective scaffolding will be challenge to all CLIL teachers since the students will be in need of different support for their success and achievement. Teachers’ asking questions encourages lower thinking skills of the students. They also need to ask questions that demand higher order thinking skills.

It is worth mentioning that CLIL brings with it complex challenges which focus on the professional development of teachers who understand how to criticize their teaching, experiment with new approaches and put these into practice in their classrooms. Implementing CLIL also provides an opportunity for teachers and learners to collaborate with other colleagues. The suggested lesson plan mentioned here may give an idea about the language teachers how they can practice content compatible and content obligatory language efficiently. Also it must be born in mind that if we, as language teachers, do not know how to use coursebooks, it is impossible to make them effective for our students.

REFERENCES


