



CLIL Guidance

Learning other subjects through English, or CLIL, is a key feature of the **Oxford Read and Discover** series of graded Readers.

What is CLIL?

CLIL stands for 'Content and Language Integrated Learning' and it links learning subjects with language learning. This helps students to develop both language abilities and subject concepts in the second language. It motivates them to use the language: interesting topics encourage students to read, use, and learn English. Also, CLIL builds on the subject knowledge that students have gained using their first language. Once they have learned about a topic in their first language, it is easier for them to read about it in English; and they can expand their understanding of it in English. To help students to do this, CLIL uses a methodology that makes school subjects accessible to students who may be at an early stage in language learning.

CLIL and Oxford Read and Discover

You can see this methodology at work in the **Oxford Read and Discover** series. The language is carefully graded, plenty of visuals make concepts easy to understand, and the activities are designed to help students to use English and learn about the topic at the same time.

The Readers emphasize reading skills, but they also encourage students to write, talk, and listen to the text or to each other. They highlight vocabulary that is specific to the topic, but they also give students practice in organizing and expressing their ideas and opinions about the topic using simple sentences. They focus on language skills, but also on the skills of thinking and processing information that are required in the study of school subjects, and that the students are developing in their first language.

Because the **Oxford Read and Discover** series combines language with content, the Readers can be used by either subject or language teachers.

For Subject Teachers

Some subject teachers are also English teachers. They like to link the work they do on a subject in the students' first language with their English language lessons. These Readers allow them to do this by reinforcing students' knowledge of specific school topics and developing their English language skills at the same time. Alternatively the subject teacher may collaborate with an English teacher and plan a short coordinated scheme of work on a common topic. The subject teacher leads the teaching of the topic in the first language, and the English teacher reinforces it by using a Reader.

Subject teachers teach a lot of information-processing skills that their subject requires, such as using charts, graphs, and maps, searching for information on the Internet, and presenting information in visual and verbal forms. The **Oxford Read and Discover** series makes use of similar skills; the Readers ask students to construct and interpret graphs and charts, to use the Internet for further investigation of the topics, to do surveys, make notes, plan, and make simple presentations. Subject teachers who also teach English can easily reinforce the information skills they teach in the first language by using these Readers, because they develop the same skills in English. They can also plan collaborative projects with an English teacher, to focus on a common topic, and on common information and learning skills.

For Language Teachers

Many language teachers nowadays like to expand their language teaching to include some work on other subjects in the curriculum. The **Oxford Read and Discover** series helps them to do this by making these topics available to students whose English language ability is still at a developing stage. The graded language of the texts, the visuals, and the supportive activities allow the language teacher to reinforce language development by expanding into a subject, without making inappropriate demands on the English language ability of the students.

The Readers can also reinforce language that the teacher may be focussing on in an English language coursebook, such as specific grammatical structures or vocabulary. The [contents summary chart](#) on pages 4–5 shows which aspects of language are highlighted by each Reader. English teachers can choose to link the language work they may be doing in an English language coursebook with a particular Reader that focusses on similar language.

John Clegg, CLIL Adviser