

## **FROM DAVID MARSH'S USING LANGUAGES TO LEARN AND LEARNING TO USE LANGUAGES**

**Question :** Will the teacher use the youngster's first language if things become too difficult in the CLIL language for him/her to understand the content?

**Answer:** Most CLIL classes involve use of two languages, the majority language and the CLIL language. This is one reason why this CLIL approach is called integrated because it includes switching from one language to another when it is in the best interests of learning. Often the main issues are given in the first language and then learning activities carried out in the additional language.

**Question:** Does CLIL encourage a multicultural policy which recognises the importance of all the children's languages in the school, or is the focus only on the CLIL language?

**Answer:** CLIL is carried out in one language, but combined with the use of the language of the larger environment. A major outcome of CLIL is to establish not only competence in these two languages, but also nurture a 'can do' attitude towards language learning in general. So very often the CLIL language will itself only be a platform by which the youngster may ultimately take an interest in other languages and cultures as well. If the child has a home language which is not the language of the wider environment, then CLIL can lead to an even greater appreciation of that home language.